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ABSTRACT

A teacher's guide to an English as a second language (ESL) and geography module on changing modes of transportation in Canada is presented. The guide contains suggestions for use of module components, a transcription of the audiocassette, the answer key to student worksheets, and a list of resources. The module is designed primarily for secondary level ESL students in a transition or advanced ESL program. As they proceed through the unit, students should be made aware of the importance of transportation to Canada. The language activities in the module give students opportunities to practice vocabulary and idioms related to transportation, reading and listening comprehension skills, expressing cause-result relationships, and requesting travel information by telephone; and to acquire geography specialist skills such as graphing, preparing charts, and understanding diagrams. The factual information of the module is contained in a student reading booklet. Showing the filmstrip with the accompanying taped commentary introduces the main concepts and terms in a relaxed manner. A few word-study activities are suggested to further prepare students for reading the booklet. Practice exercises help students to listen for details from tape-recorded dialogues, recognize levels of politeness and individual speech characteristics, and create dialogues. Content areas of the module include waterways, railways and expansion, private car versus public transit, and airline growth. The resource list includes textbooks and other references, films, filmstrips and slide sets, and maps. (The module consists of a Teacher's Guide, 25 copies of a student reading booklet, a 57-frame color filmstrip, an audiocassette tape, duplicating masters of 23 student worksheets, a set of 10 photos to accompany the word study exercises, a word card game, and a set of dialogue cue cards.) (SW)

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AN ESL/GEOGRAPHY MODULE

GETTING THERE

CHANGING MODES OF TRANSPORTATION

TEACHER'S GUIDE

FL013575

Joan Howard and Peter Carver

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Photo Credits

Filmstrip (by frame number)

Air Canada: 45
Canadian Pacific: 19, 20, 21, 22, 23, 25, 46, 48, 56
Confederation Life: 11
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Glenbow Museum: 9
Globe and Mail: 42
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What Are ESL Modules?

With a growing number of new Canadians entering our classrooms, more students than ever before require special English language training. Not only must these students learn the forms and structures of English grammar, they must also develop the communicative language skills that will enable them to be integrated into the regular school program as quickly and as smoothly as possible.

To handle the concepts and relationships particular to each subject area of the school curriculum, students depend on a knowledge of specialized vocabulary and relevant language functions. (The Ontario Ministry of Education states as one general aim of its English curriculum: "To increase the student's general use and mastery of language by developing the particular language skills required throughout the curriculum" — Ontario Ministry of Education, *Intermediate Division English, 1977*, p. 8).

If it is important for English-speaking students to pay special attention to subject-related language skills, it is doubly important for non-native speakers of English to be trained in the language skills they require to function adequately in the school program.

ESL modules are multimedia kits designed to integrate the study of ESL and communications skills in specific subject areas of the school curriculum. Through language activities presented in a meaningful, subject-related context, it is hoped that students will realize the benefits of language studies for other aspects of their school work.

ESL modules are intended to provide not only immediate classroom aids for teachers who wish to encourage subject-related language learning, but also models for teachers and curriculum developers who wish to design materials that further "language across the curriculum" goals.

The Module: *Getting There*

Changing Modes of Transportation

INTRODUCTION AND BACKGROUND

This module is the second in a series of modules dealing with Canadian studies/Geography topics. In this module students are presented with factual information about the various modes of transportation in Canada and how transportation services have developed and changed to meet the needs of Canadians over the years.

Because of the vast size of our country, Canadians have had to conquer great distances in the struggle to survive and grow as an independent nation. In fact, from the beginning, transportation has been the key factor in the opening up, settlement, and expansion of the country, and changes in modes and patterns of travel have greatly influenced all aspects of Canada's development. Our natural waterways, the original pathways to discovery and settlement, have been extended by canals and locks, and particularly by the St. Lawrence Seaway, which in 1959 opened the Great Lakes to world shipping. At the time of Confederation, the railway promised to revolutionize transportation in Canada and provide the best link for scattered settlements from coast to coast.

Then came the automobile and an ever-expanding network of highways. The Trans-Canada Highway, extending from St. John's to Victoria, covers 7870 kilometres and is the longest single paved highway in the world. Finally, with recent advances in our aeronautics industry (e.g. development of the Challenger and Dash 7 aircraft) and the growth of a vast air transportation system, a traveller can visit, in hours, locations that formerly could only be reached in weeks.

GOALS OF THE MODULE

The story of the development of transportation networks across the country is central to the story of Canada's growth as a nation. For this reason, the story is of prime importance in any Canadian studies curriculum, and especially in a curriculum developed for use with ESL students.

As they proceed through the unit, students should be made aware of the importance of transportation to Canada, a country of vast distances between regions, even between communities, and a small scattered population that is dependent on the lifelines of road, rail, air, and water links with the rest of the country and the world.

The language activities in the module give students opportunities to practise vocabulary and idioms related to transportation, reading and listening comprehension skills, expressing cause–result relationships, requesting travel information by telephone, and geography specialist skills such as graphing, preparing charts, and understanding diagrams.

We hope that *Getting There* will help students overcome some subject-related difficulties, and thus help them to enter regular Canadian studies classes together with their English-speaking peers.

TARGET AUDIENCE

Getting There has been designed primarily for secondary level ESL students in a "transition" or "advanced" ESL program. Because of the varying language abilities of ESL students throughout the secondary level, teachers may find the module suitable at several grade levels. ESL classes from grades 7 through 11 have used the module. The suitability of the materials for any given ESL class will depend on several factors — the students' level of proficiency in English, their general educational background, and their conceptual development.

COMPONENTS OF THE MODULE

The module consists of:

- a Teacher's Guide (TG) containing suggestions for use of module components; a complete transcription of the audiocassette; an answer key to student worksheets; and a list of resources
- 25 copies of a student reading booklet (SB), "Getting There: Changing Modes of Transportation," for reading comprehension
- a 57-frame color filmstrip, closely related to the text of the student booklet
- an audiocassette tape for listening comprehension and related exercises. Side 1 (14:20 min.) is a script to accompany the filmstrip, and Side 2 (7:38 min.) presents six dialogues for listening comprehension
- an envelope containing duplicating masters of 23 student worksheets
- an envelope containing a set of 10 photos to accompany the word study exercises
- a word card game consisting of a deck of 96 cards, on which are printed prefixes and root words, which students combine to form words
- a set of dialogue cue cards for use in an "asking for information" activity

The factual information of the module is contained in the student reading booklet. Showing the filmstrip (with its accompanying taped commentary, which is an abridged version of the reading text) serves to introduce the main concepts and terms in an interesting, non-stressful manner. A few word-study activities are suggested to further prepare students for the presentation and reading of the booklet.

After directed reading and discussion of the reading text, exercises, games, and other activities reinforce the information presented and provide practice in selected skills of reading, listening, speaking, understanding and interpreting, and seeking and using information.

The Teacher's Guide is designed to help you use all the materials of the module to good advantage. Teachers may wish, of course, to add to the material presented, or adjust it to suit the needs of their own students.

Responses provided in the Answer Key to Student Worksheets are suggestive rather than exact formulations expected. The exercises are designed to encourage flexibility of language use. In each activity, teachers should encourage students to try to communicate meaning, first and foremost.

Introducing the Module

FILMSTRIP AND AUIOCASSETTE TAPE

A 57-frame color filmstrip and accompanying audiocassette tape introduce the main concepts and factual information on which the module activities are based. The tapescript provides an overview of the transportation information that is dealt with in more detail in the student reading booklet. If the recorded tapescript does not suit the class comprehension level, the teacher may wish to adapt or expand the script, giving an oral presentation to accompany the filmstrip.

The filmstrip should be shown at least once in its entirety, then (if possible) repeated, section by section, to precede the reading and discussion of the corresponding section of the reading booklet.

Wherever possible, teachers should supplement the visual material provided in the module by using wall maps and local road maps for the purpose of overall review of the geography of Canada, of southern Ontario, and of the local municipality.

In presenting the filmstrip and accompanying tape, advance the filmstrip at each sound of the "beep."

OUTLINE OF FILMSTRIP	TRANSCRIPT OF TAPE
[Introduction and Waterways]	
1. Title	"Getting There"
2. Map of Canada	Canada is a huge country that is broken into regions by physical barriers.
3. Physical features	In fact, throughout all of North America, regions are separated by physical barriers — for example, rivers and mountain ranges — that run north and south. This means that the most natural routes for transportation and trade also run north and south.
4. Transportation routes	But Canadians live mostly in a narrow ribbon, stretching east and west from the Atlantic to the Pacific. In order to serve the needs of Canadian settlers, a transportation network had to be built from east to west, across the great natural barriers.
5. Canadian Shield landscape	Canada is a land dotted with lakes and rivers. When explorers and settlers first arrived, they found that water provided the best, and sometimes the only, method of travel and transportation.
6. Village of Bracebridge, Ont.	Because of the importance of water transport to the early settlers, towns grew up along the waterways, on the banks of lakes and rivers. One of these was the village of Bracebridge, Ontario — shown here.
7. Banks of Welland Canal	Water routes were used for commerce, to bring in supplies, and to take out produce and finished goods.
8. St. Lawrence-Great Lakes Waterway	For the early explorers and for the settlers who came later, the main route was the St. Lawrence-Great Lakes waterway. This waterway runs from the Gulf of St. Lawrence deep into the heart of the continent.

9. A portage	Traders and other travellers met many hazards along the rivers and streams. They were forced to find detours — that is, ways around fast water and other obstacles.
10. Niagara Falls	Where the obstacles were very large, the detours involved slow and difficult travel overland.
11. First canal	To bypass such obstacles, the settlers built canals and locks. The first canals were small and narrow, and boats were pulled through them by means of ropes held by men on shore.
12. Trent System locks	Most of the early canals seem small by present-day standards, and are now mainly used by tourists taking holiday trips in pleasure boats.
13. Ship-building, Digby, N.S.	Because water transport was so important, and vast forests were close by, ship-building became an important occupation. In fact, in 1880 Canada's huge fleet of wooden ships was the fourth-largest fleet in the world.
14. Imperial St. Clair	Today, however, ships are made of iron and steel. As a result, Canada's importance as a ship-building nation has declined.
15. Lakers in Seaway	But the building of the St. Lawrence Seaway, which was opened in 1959, has meant that water transport is and will continue to be an important part of Canada's trade and travel network.
16. Ships in locks	The St. Lawrence Seaway is a series of canals and locks which allow ocean-going ships to pass along the St. Lawrence River and into the Great Lakes. In these "twinned" locks, ships moving in opposite directions — upstream and downstream — can pass at the same time.
17. Ice-filled channel, Gulf of St. Lawrence, Nfld.	But there is one drawback to the use of the Seaway. Harsh winter conditions cause large stretches of the waterway to freeze up for several months each year.
18. Ice-breaker	During the annual "freeze-up," few ships other than ice-breakers can navigate the dangerous waters.
[Railways and Expansion]	
19. Steam locomotive, the "iron horse"	As new methods of transportation came into use, settlers spread across the country. The railroad and the "iron horse" — or steam locomotive — took on the major share of carrying goods and people across Canada.
20. Building the CPR	At first, the building of the railroad seemed an impossible task. But the people in the colony of British Columbia demanded a rail link with the east before they would agree to join the other colonies in Confederation. Finally, in spite of great physical and financial obstacles, the Canadian Pacific Railway was completed.
21. Crofters	In the last half of the nineteenth century, thousands of British and European immigrants sailed across the Atlantic looking for a new life and new opportunities. Most of them landed in eastern Canada at the port of Montreal.

22. Trainload of settlers	Many continued on by ship to the western tip of the Great Lakes, then moved to railway cars to travel further west.
23. CPR freight	Today the main job of Canada's railways is carrying freight, not passengers. Canada has two major railway companies with rail lines running from coast to coast — the CPR (Canadian Pacific Railway) and the CNR (Canadian National Railway).
24. Ship being loaded	The business of carrying freight has changed a great deal in recent years as new methods of freight-handling have been developed. The most important new development is the use of large carrying boxes known as "containers."
25. Container loading equipment	Loading areas in ports and rail-yards now install special equipment to handle containers. The use of containers means great savings in the long run, because goods can be moved long distances, by truck, rail, and ship, without being unpacked and repacked at each new stage of the journey.
26. Passenger train	The railway was once the most popular method of long-distance passenger travel. But in the years after World War II, the number of passengers dropped sharply.
27. VIA train	Today the CNR and CPR are no longer in the business of carrying passengers. Most rail passenger services in Canada are now run by VIA Rail, a company owned and operated by the federal government.
28. GO train	Another government-owned rail system has been set up by the province of Ontario in the Metro Toronto Region. It is called GO Transit.
29. GO system map	GO commuter buses and GO trains carry thousands of passengers into Toronto each morning and carry them back to their suburban communities each evening.

[The Private Car versus Public Transit]

30. Intersection, Highways 27 and QEW (1956)	But the most important developments in transportation have resulted from the ever-increasing use of the automobile. Up to the years following World War II, narrow two-lane roads criss-crossed the country. Here is a main highway intersection photographed in 1956.
31. Intersection, Highways 427 and QEW (1971)	This picture shows the same intersection fifteen years later, in 1971. The highway has been widened to create a multi-lane expressway allowing high-speed travel by thousands of cars, trucks, and buses each day.
32. Highway 401 route	Highway 401 is Ontario's longest expressway. It runs from the Ontario–Quebec border in the east to Windsor, on the Ontario–U.S. border in the west, a distance of 820 kilometres.
33. Highway development	When a multi-lane expressway is built, it does more than provide an avenue for fast travel between communities. It also brings new development of all kinds along its path. Factories, businesses, and industries are soon located near the expressway, to make use of the new transportation facility.

34. Residential development	Then housing developments spring up, providing homes for people who work in the new factories, businesses, and industries.
35. Construction	Apartments, schools, and shopping centres soon follow, and a whole new community is created.
36. Traffic on Don Valley Parkway (Toronto)	Road travel has become part of our way of life. Traffic reports are a routine part of our day, some of them broadcast from helicopters that patrol the highways, bringing up-to-the-minute information to drivers about traffic conditions along their routes.
37. Assembly line	Mass production methods have made cars readily available. Consequently, more people than ever before own and drive their own cars.
38. Lakeside campsite	The family car has brought us a freedom of movement that has never been available before through any other means of transportation.
39. Traffic on Queensway (Ottawa)	But as the luxury has become a necessity, new problems have arisen. Traffic jams are a frustrating and all-too-regular experience for the city driver.
40. Exhaust	Exhaust fumes fill the air with polluting chemicals.
41. "Gas Rationing Ahead"	Gas, oil, and other fuels have become more expensive and may not always be available.
42. "Stop Spadina"	Some people feel strongly that it is time to control the growth of expressways, especially in city areas. By curbing expressways, they hope to reduce the number of cars coming into the downtown city core.
43. TTC (Toronto Transit Commission)	One alternative to the use of private cars in the city is a "rapid transit" subway system. Subway trains, powered by electricity, can transport large numbers of people quickly from one place to another without adding to traffic congestion or air pollution.
44. Streetcar	Streetcars and trolley buses also provide service for large numbers of city passengers. Because they are powered not by gasoline but by electricity, they add very little pollution to the air and do not use up dwindling energy supplies.
[Growth of Airlines]	
45. Air Canada	Perhaps above all, the twentieth century is the age of air travel. The development of the airplane has been the most dramatic event of our time and has been important to the exploration of much of Canada.
46. CP Air	Today, the airlines are the main transportation service for passengers travelling long distances from city to city.
47. Passengers in ticket lines	More people than ever before use air travel to get from one place to another quickly and comfortably.
48. Stewardess	Airlines try to make their passengers comfortable and relaxed. Meals are served, and first-run movies are shown on long-distance flights.
49. Toronto International Airport	The popularity of air travel has led to a need for more airports, and for the expansion of existing ones, such as Toronto International Airport.

50. NorOntair	Air travel is versatile. Not only are there huge jets carrying hundreds of passengers, but small aircraft also play an important part in Canada's transportation system. Regional airlines fly short runs between smaller centres and the large cities.
51. Mining exploration	Mining explorations are sometimes carried on from the air. Notice the metal-detector hanging from the plane.
52. Crop spraying	Crops and forests are sprayed from the air, to protect them from insect pests which do widespread damage. People disagree about the harm which might be done to humans through widespread spraying.
53. Seaplanes	Many northern communities and outposts rely on the arrival of small seaplanes for delivery of goods and supplies, and for medical and mail services — in fact, for all their contacts with the outside world.
54. Dash-7 STOL	STOL (short take-off and landing) aircraft can now provide service between large cities, arriving and departing from a central downtown area. They can also save passengers travel time by airlifting them from the downtown core to an airport on the outskirts of the city.
55. Pickering — "Stop the Airport" sign	While air travel may be popular, it also brings some problems. For example, thousands of acres of land are required, close to large population centres, for airports and airport expansion.
56. CP Air L-1011	In the future, energy costs and the need to protect the environment will surely affect our attitudes towards travel and transportation. But, whatever changes do occur, a widespread and efficient transportation network will always be needed to provide the glue which keeps Canada together.
57. The end	

MEETING NEW WORDS

Depending on the language level of a particular class, the teacher may find some preliminary word study activities useful with the class before proceeding to the reading booklet. The activities in this section, on prefixes and root words, present a word analysis approach as one way of dealing with the problem of unknown vocabulary in an unfamiliar text, one of the great stumbling blocks to fluent reading. Since it is difficult for students to "learn" each new word encountered in a new text, we instead encourage them to develop a variety of strategies for coping with unknown vocabulary — other than simply searching for each and every item in a dictionary.

Understanding how compound words are formed in English by adding prefixes to root words — and how the root may be slightly altered through the use of prefixes — can help students grasp more quickly the meaning of many unfamiliar words. The teacher should encourage students to make intelligent guesses about word meaning when they recognize the root word, or the prefix, or both.

Prefixes and Roots

Activity 1

Many words used to discuss movement and transportation are formed by adding prefixes to a root word. Four of the most common prefixes used in this way are "in" (into), "ex" (out of), "inter" (between), and "trans" (across). Thus to "export" is to carry something out of a country, to "import" is to carry something in, and to "transport" is to carry something from one place to another. Similarly a "transcontinental" airplane flight is one which travels across the continent and an "intercontinental" flight travels between continents, that is, from one continent to another.

On the blackboard, write the ten compound words listed below, *or* write each word on a separate piece of cardboard. Show students the set of ten photos (enclosed in an envelope in the module box). Students are to match each compound word in the list with the picture it best represents. The teacher then discusses each word with the class, focussing on the prefix in each example and the way in which the prefix affects the word meaning.

Words and matching photos

1. international (hostesses from different nations, Places des Nations, Montreal)
2. inflate (child blowing up balloon)
3. explode (explosion in field)
4. inject (epidural injection)
5. interview (employment interview)
6. inform (TV news announcer and crew)
7. transmit (telecommunications receiver)
8. exit (highway exit sign)
9. transit (TTC streetcar)
10. transport (house moving)

Activity 2

Ask students to explain the difference between the words in each of the following pairs. Their explanations should show the effects of the prefixes on the meaning of the words.

export, import	transplant, implant
include, exclude	transmission, intermission
exit, transit	transform, inform
explore, implore	exchange, interchange
explode, implode	internal, external
intercontinental, transcontinental	

(Note the variation in the spelling of the prefix *in* before the consonant *p*, in *import*, *implore*, *implode*, and *implant*.)

Activity 3: Student Worksheet 1

Students fill in the blanks in a series of sentences, using either a prefix or a root from words given.

Activity 4: Word Card Game

The word card game included in the kit can be good fun; it also enables students to learn more about how compound words are built from roots and prefixes.

Materials: One deck of 96 cards. Printed on each card is either a prefix (*ex*, *in*, *trans*, *inter*) or a root word (one of the 64 root words listed at the end of Activity 4).

How to play the game: The object of the game is to make correct words by joining prefixes with roots. (Notice that some of the prefixes can be used with more than one root word.) The first player to make five correct words wins the game. The game can be played by from 2 to 6 players, but 4 is the best number.

1. Place all the cards face down on the table. To begin the game, each player in turn selects one card and turns it over so that all players can see the printing.
2. When any player sees that a word can be formed by joining a prefix card with a root-word card, that player calls out the word and, taking the two cards, places the new word in front of his/her own place.
3. The first player to make five correct words wins the game.

Cards in the game:
— Twelve cards printed with *ex*
— Ten cards printed with *in*
— Six cards printed with *inter*
— Four cards printed with *trans*
— Sixty-four cards, each printed with one of the following root words:

act	empt	plain
action	fer	planetary
atlantic	fere	pensive
board	flate	plant
born	form	plode
bred	habit	port
ceed	hale	pose
cept	haust	press
change	ile	provincial
cited	it	scription
city	ject	section
cision	land	sert
claim	late	set
cline	lock	stead
clude	lude	tend
come	marriage	ternal
communicate	mediate	tract
connect	mission	trude
continental	mit	vene
cursion	national	view
dent	pand	
door	parent	

Understand the Reading Text: *Getting There*

The student reading booklet (SB) is the main source of factual information on which the reading comprehension and other language activities of the module are based. After an introductory paragraph (SB p. 3) the booklet is divided into four main sections: The Waterways (pp. 4-6); Railways and Expansion (pp. 7-8); The Private Car versus Public Transit (pp. 9-12); and Growth of Airlines (pp. 13-15).

In presenting sections of reading text the teacher might wish to proceed as follows:

- *Word study.* Use Worksheets 2, 7, and 12 to introduce, define, and discuss difficult vocabulary.
- *Filmstrip review.* Replay the appropriate section of the filmstrip/cassette tape to review content information.
- *Directed reading.* Ask students to examine the section of text to be read, looking carefully at any maps, photos, or text headings which indicate the apparent content. Bring out the relationship of the section of text to the filmstrip/tape presentation the students have seen. Put a few questions on the board to provide a focus for reading. (Specific questions are suggested below.)
- *Discussion.* The directed reading questions can also serve as guidelines for general discussion after each section of text has been read.
- *Reading comprehension.* A comprehension activity is provided to follow the reading of each section of the text (Worksheets 3, 10, 15, 17). The exercises allow students to demonstrate their comprehension of information by discriminating true and false sentences, completing partial sentences, and composing original sentences to accurately reflect the meaning of the text. After the correct statements are identified, the teacher should discuss with the class why the other statements are incorrect.
- *Using the information.* Exercises are provided that give students an opportunity to practise geography literacy skills using information presented. Graphs, tables, maps, and diagrams are included.

A suggested outline of the above steps is given below, in relation to each section of the reading booklet.

INTRODUCTION and THE WATERWAYS (SB, pp. 2–6)

Word Study

Worksheet 2 may be used to introduce, define, and discuss difficult vocabulary.

Filmstrip Review

Show frames 1 to 18 with accompanying tapescript. (Frame 18 pictures an icebreaker; stop the film here, and stop the tape at the beep following the words "During the annual freeze-up, few ships other than ice-breakers can navigate the dangerous waters."

Directed Reading and Discussion Questions

— Why is transportation so important for Canada?
— What are the main kinds of transportation that are available to Canadians?
— Why was travel difficult for the early settlers?
— What is an international port?
— How does the St. Lawrence Seaway help Canadian shipping?
— For what reasons has the Seaway been less successful than its builders hoped?

Reading Comprehension

Worksheet 3

Students are to discriminate true and false sentences. Ask students to

- read each sentence carefully
- decide if the sentence is "true" or "false"
- use a ruler and pencil to underline the "true" sentences
- discuss orally why the "false" sentences are incorrect.

Using the Information

Worksheet 4: "How a Seaway Lock Works"

Students complete a brief written description, in cloze format, of the operation of a lock. Accompanying diagrams provide visual clues for the information missing from the written text.

Supplementary:
— Using the explanation of how a lock works (from Worksheet 4) as a guide, have students explain the mechanics of the lock, step by step, as a ship passes *downstream*.
— Send three students to the board. Have each draw one section of diagram (Worksheet 4). Ask a fourth student to read the explanation, while three other students label the diagrams at the board.
— Discuss why the type of lock illustrated in Worksheet 4 is called a "gravity" lock.

Worksheet 5(a): "Sending Cargo by Ship"

Students are given brief written descriptions of four types of cargo ships — bulk carriers, general cargo ships, tankers, and container ships. Make sure the descriptions are read and understood.

(b) "Some Ships Using the Seaway"

— Students complete a chart which lists six cargo ships that used the Seaway over a 5-day period. Students read the "observations" about each ship and decide which type of cargo ship — of the four described in (a) — each ship is most likely to be.
— Referring to maps if necessary, students fill in on the chart the direction of each ship observed.

Worksheet 6: "Elevation above Sea Level of Bodies of Water in Great Lakes–St. Lawrence System"

1. Students complete a table with the correct information as given in a profile view of bodies of water in the Great Lakes–St. Lawrence system.
2. Students draw a bar graph to represent the information they have tabled.
3. Students supply answers to questions based on observation of the bar graph.

RAILWAYS AND EXPANSION (SB, pp. 7-9)

Word Study

Worksheet 7 may be used to introduce, define, and discuss difficult vocabulary.

Filmstrip Review

Show frames 19 to 29, with accompanying taped commentary. Stop the tape at the beep following the words "GO commuter buses and GO trains carry thousands of passengers into Toronto each morning and carry them back to their suburban communities each evening."

Directed Reading and Discussion Questions

— What did the colony of British Columbia want from the government of Canada in exchange for joining Confederation?
— Why was this so important to the people of British Columbia?
— What is a container?
— Why have many people stopped using the railway for travel?
— What is a commuter train? Why have these trains become popular?

Reading Comprehension

Worksheet 8

The sentences include statements which are correct and others which are incorrect. Some of the statements are completely wrong and some are only partially wrong. Ask students to

- read each sentence carefully
- pick out the statements which are correct and underline them
- rewrite the incorrect statements so that they are correct according to the meaning of the reading selection.

Using the Information

Worksheet 9: "Map of Canada, 1873"

Students locate provincial territories, as they existed

in 1873, and mark abbreviated names on the map provided.

Worksheet 10: "Percentage of Passenger Travel by Railway and Automobile, 1925-1970"

Students read a descriptive paragraph giving some statistical information on the changing pattern of automobile and railway use for passenger travel, and draw a double-line graph to reflect the information given in the paragraph.

Worksheet 11: "Containerization"

Using accompanying diagrams as a guide, students fill in missing words in brief written descriptions of the method of shipping cargo by container.

THE PRIVATE CAR VERSUS PUBLIC TRANSIT (SB, pp. 9-12)

Word Study: Worksheet 12

Filmstrip Review

Show frames 30 to 44, with accompanying taped commentary. Stop the tape at the beep following the words ". . . they add very little pollution to the air and do not use up dwindling energy supplies."

Directed Reading and Discussion Questions

— What are the two most important highway routes in southern Ontario?
— What effect does a multi-lane highway often have on the area nearby?
— Is there an alternative to the "one person one car" system?
— What advantage is there in taking (a) your car, and (b) public transit to get to work?

Reading Comprehension:

Worksheet 13

In each pair of sentences the first sentence is complete and the second is incomplete. Ask students to complete the sentences, first orally and then in writing, to accurately reflect the information in the text.

Using the Information

Worksheet 14: "Percentage Use of Four Modes of Transportation in the City of Toronto on One Day"

From a table showing four modes of transportation (automobile, subway, streetcar, bus) and the percentage of daily passenger use for each mode, students draw a bar graph to compare the daily use of each mode of transportation.

Supplementary Activities

1. Calculate and then plot on a bar graph the percentage use of different modes of transportation used by the students in your class to come to school on a typical day.

Example. Class A: 15 students

Mode	No.	Percentage
Automobile	2	2/15 x 100 = 13.33%
Subway	4	
Bus	3	
Walking	6	

- decide as a group the appropriate categories needed for the chart
- have students conduct a poll to determine numbers in each category
- assist students in transforming numbers into percentage figures
- have students prepare the graph form and plot the information as a bar graph.

2. A number of activities can be developed from official highway and road maps of Ontario* and other provinces across Canada. Some useful activities:
- calculating distance from scale
- identifying major transportation routes, e.g.,
Quebec — Toronto — Windsor — Chicago
Vancouver — Seattle
Calgary — Edmonton
Trans-Canada routes
- locating urban centres
- locating major water routes
- planning a trip
- obtaining general information on regions and localities

*The Ontario Official Road Map is free on request from: Ontario Department of Transportation and Communications, Map Office, 1201 Wilson Avenue, Downsview, Ontario M3M 1J8. Tel. (416) 248-3476.

GROWTH OF AIRLINES (SB, pp. 13-15)

Filmstrip Review

Show frames 45 to 56, with accompanying taped commentary. Stop the tape at the beep after the words ". . . a widespread and efficient transportation network will always be needed to provide the glue which keeps Canada together."

Directed Reading and Discussion Questions

— What is the difference between an "international" and a "regional" airport?
— In what ways can airplanes be useful to a community other than for carrying passengers?
— What are some of the problems that worry residents when they think about more and larger airports in the cities?

Reading Comprehension

Worksheet 15

Students respond to four questions based on the text.

Using the Information

Worksheet 16: "Advances in Aircraft, 1937-1973"

Students fill in missing information in sentences, from information given in an accompanying graph.

Supplementary: Worksheet 17: "Word Hunt Game"

A word puzzle is provided containing 25 words related to transportation. Words can run vertically, horizontally, or diagonally in any direction. Some letters occur in more than one word, so words may overlap.

Words used in the puzzle are:

bus	plane	traffic
canal	port	train
car	railway	transit
container	seaway	transportation
drive	ship	truck
freight	station	TTC
GO	STOL	waterway
highway	streetcar	
locks	subway	

- Ask students to circle, in pencil, each word they find.
- Check word answers with the class after a suitable time period has elapsed; *or* distribute the answer sheet (Worksheet 17A) so students can check their own answers.

STUDENT ACTIVITY: OBTAINING TRAVEL INFORMATION

Some teachers may prefer to leave the present activity till later, in order to take advantage of the practice activities in the next chapter. However, the present exercise is very suitable here as a practical application of the information the students have obtained from the reading text about transportation in their country.

Have your students contact an appropriate agency or agencies for information on the 10 questions that follow. The tasks involve visits or phone calls to some travel facility in the community. (The teacher can, of course, make up additional research questions or substitute ones which relate to local travel.)

1. Consult a road map and find out the distance (in kilometres) from London, Ontario, to Toronto, Ontario.

2. How much does gas cost per litre at your neighborhood service station? What is the approximate gas cost for a motor trip from London to Toronto?

3. What is the price of a one-way bus ticket from Toronto to Huntsville? How often do buses run there each day? How long does the trip take?

4. What is the one-way train fare from Niagara Falls to Toronto? How long does the journey take?

5. What is the cost of a one-way air fare from Toronto to Vancouver? What special reduced rates, if any, are available for this trip? What is the difference between "first class" and "economy" travel?

6. How much does it cost in your community to rent a car for a day? for a week? for a month? How much does it cost to rent a bicycle? to buy a bicycle?

7. How much does it cost to take a Toronto Island Boat Tour? From where does the tour leave?

8. What is the GO train fare from Toronto to Oakville? How often do the trains run? What bus connections are there from Oakville to Hamilton?

9. How much does it cost to take the VIA Turbo train from Toronto to Montreal? Find out the economy and the clubcar fares. On what days and at what times does the Turbo run? What difference is there in fares for the Turbo and the Rapido?

10. What transit routes might you use to get from Bayview and Finch Avenues to the Canadian National Exhibition?

STATEMENTS OF CAUSE AND RESULT

The availability of suitable transportation systems is often a deciding factor in decisions about the location and growth of towns, the establishment of businesses and industries, and the distribution of manufactured goods. Consequently, statements of cause and result occur frequently in texts dealing with transportation.

The exercises in this section of the module aim to give students practice in recognizing a cause–result relationship between two events, and in expressing that relationship in an appropriate linguistic form.

Go through the example on Worksheet 18 with the class. The activities that follow it (Worksheets 19, 20, 21) can then be done by the class group with teacher direction, or as individual desk assignments. Allow flexibility in answers, to encourage students now to manipulate words. Some students will be better at this than others. You are not looking for "right" or "wrong" answers. But some responses like the following might be expected:

Worksheet 20

1. . . . thousands of cars can be produced daily for new car buyers.

2. . . . many people are now using the subway to travel around the city.

3. . . . the highway system is constantly being expanded.

Worksheet 21

1. Because it was so difficult for early travellers to get around Niagara Falls, the Welland Canal was built.

2. Because Canada had vast hardwood forests, wooden shipbuilding became an important industry.

3. Because highway traffic is very heavy during rush hours, some people take the commuter train to and from work.

4. Because a bus ticket is cheaper than a plane ticket, you might choose to travel from Toronto to Ottawa by bus.

Listening and Responding

This series of practice exercises comprises three activities:

1. listening for details from tape-recorded dialogues
2. recognizing levels of politeness and individual speech characteristics
3. creating dialogues

LISTENING FOR DETAILS

Five brief telephone dialogues are recorded on side 2 of the audiocassette tape. Each presents an individual phoning a travel agency or a travel information service for details about a projected trip.

Procedure:

- Give each student a copy of the blank chart (Worksheet 22) on which to record details of the travel arrangements being made or information requested.
- Go over the chart with the students, reviewing vocabulary, if necessary, and considering some possible responses for each blank; e.g.:

Starting point	— Where does the trip begin? (the city or town where the traveller lives)
Destination	— Where is the traveller going?
Type of ticket	— One-way or return (round trip)?
Means of transportation	— How will the traveller be transported? (plane, train, bus, car, or combination of any of these)
Fare	— How much will the trip cost?
Reason for travel	— Business or pleasure?
Time zone	— Same or different for starting point and destination?

- Stop the tape after each dialogue to give students time to finish recording the relevant information. You may want to check that students have recorded the correct information after each dialogue, or wait until they have listened to all five. The information can be recorded on a master chart, possibly on the blackboard.

Transcript of Dialogues

NUMBER 1

[*A civil servant wishes to fly from Ottawa to Vancouver for a conference. A secretary makes the arrangements.*]

A. Good morning, Air Canada.
B. Yes, good morning. I'd like to make a booking to Vancouver, please, for Mr. Stanley Pearson, of Trade and Commerce.
A. What day does he wish to travel?
B. He'll be going to Vancouver June 3rd and returning June 7th.
A. He'll be leaving from Ottawa?
B. Yes, that's right.
A. And you'd like a return ticket?
B. Yes, thank you.
A. Does he prefer any particular time of day for the flight?
B. Well, he has to be at a meeting in Vancouver at 2 o'clock in the afternoon of June 3rd.
A. In that case he can leave Ottawa at 7:30 a.m. and connect in Toronto with our transcontinental service to Vancouver which gets him there at 11 o'clock.
B. That's 11 a.m. Pacific Time?
A. Right.
B. That would be 2 p.m. Ottawa time?
A. Right.
B. That sounds fine. Now, what about the return?
A. You said June 7th. Any particular time?
B. No, but I think he'd like to get back as early as possible.
A. Well, our 9:15 flight from Vancouver has connections to Ottawa arriving at 7 in the evening.
B. That should be fine. Now could you tell me how much the economy fare will be?
A. That will be a total of $546 return. I'll make the reservation for Mr. Pearson, and you can pick up the tickets at any Air Canada office in the next two days.
B. Thank you. Now, let me just make sure I have those times right. He's booked to fly out of Ottawa at

Transcript of Dialogue (cont.)

7:30 a.m. on June 3rd., arriving in Vancouver at 11 a.m. He'll leave Vancouver at 9:15 a.m. on June 7th, and arrive back here at 7 in the evening. Is that correct?

A. Right.

B. Thank's very much for your help. Goodbye.

NUMBER 2

[A group of high school students want to ski at Collingwood one weekend in February. One of the group is elected to call the bus terminal.]

A. Hello, Gray Coach.

B. Hello?

A. Yeah, Gray Coach. Can I help you?

B. Is this the bus terminal?

A. Yes, it is.

B. Uh, I want to ask about ski buses.

A. Where do you want to ski?

B. Uh, well . . . my friends and I, we want to go to Collingwood, I guess, and I was, we wanted to know what buses you have that go there.

A. Well, the Owen Sound bus goes right through Collingwood. What day do you want to ski?

B. Oh. . . uh. . . well, next weekend, I guess. Today's Monday, eh? . . . yeah, yeah, that's right, next weekend.

A. You want to leave Friday and come back Sunday?

B. Yeah, I guess so.

A. What time, Friday?

B. Oh . . . well, it doesn't really matter. I guess we can get off school early. What. . . What times are the best buses?

A. Well, there's one leaving at 8:30 in the morning, and it gets to Collingwood at 11:35.

B. Three *hours*? Boy, that's a long time. Have you got anything else?

A. Well, there's a faster bus leaves at 5:50 in the afternoon and gets there at 8 that evening.

B. That sounds better. Uh . . . okay, what about getting back?

A. There's a bus leaving Collingwood at 7:20 Sunday evening, and it gets to Toronto at 9:30.

B. Yeah, well that sounds pretty good. I'm not sure what to do, though.

A. Well, that's up to you.

B. Well, I've got to ask the others first. Oh . . . oh, by the way, how much is the ticket?

A. That'll cost you $18.20 return.

B. Oh. Okay, Thank you. 'Bye.

NUMBER 3

[An elderly widow from Burlington calls a travel agent to get information about a forthcoming trip to Thunder Bay.]

A. Hello, Sunshine Travel. We take you anywhere.

B. Hello?

A. Hello, Sunshine Travel, we take you . . .

B. Hello, is that the travel people on Brant Street near the corner?

A. Yes, it is, ma'am.

B. Well, I'm sorry to bother you, but I wondered if you could help me, please. You see, I wanted to visit my daughter in Thunder Bay. She's married and her husband's a teacher at the university there and I have two grandchildren. . .

A. Yes, ma'am. When did you wish to travel?

B. Oh, now, I thought I might leave around the first of next month, and I guess I'd stay about two weeks. I think they wouldn't mind if I stayed that long. My two little grandchildren, you know . . .

A. Yes, ma'am. How do you wish to travel?

B. Well, I don't really know. I mean, I don't like flying very much, my stomach gets upset, you know, and I can never hear when the plane lands. I used to like the train. . .

A. The train, ma'am? That would be VIA Rail.

B. Oh no, it's the CPR. I've always taken the CPR.

A. Well, it's VIA Rail now, ma'am.

B. Oh, is it? Well, how long will it take me to get there?

A. Yes, now let's see. You can get a train from Burlington at 9:39 in the evening. That gets you to Toronto in time to get the 11:30 train to Sudbury. You change at Sudbury at 8 the next morning, and you'll get to Thunder Bay at 1 the following morning. How's that sound?

B. Change at Sudbury? Are you sure? I never used to do that. Doesn't the train go all the way to Thunder Bay?

A. Not any more, ma'am.

B. Oh, what a pity. Do they still take baggage?

A. Oh yes, they do. Now do you want me to make out the tickets for you?

B. Well, yes, I guess that would be nice, if it isn't too much trouble. Oh, I almost forgot — how much will that cost?

A. Well, let's see . . . if you book thirty days in advance on our APEX plan, that will be $67 return. That's less than the senior citizen's fare.

B. Thirty days in advance?

A. Yes, that's right.

B. What about a roomette?
A. Well, again, if you book thirty days in advance, that would be $45. That's less than the senior citizen's rate—40 percent off.
B. Could you make out the ticket for me then?
A. Certainly, ma'am. Just let me get your name first . . .

NUMBER 4

[A young man is making plans to travel from Toronto to Montreal for the weekend.]

A. VIA Rail Canada.
B. He-e-ey!
A. Hello. VIA Rail. Can I help you?
B. He-ey! Is this the Toronto train station I'm talking to?
A. Yes, it is. This is VIA Rail.
B. Hey, man, can you tell me how I can get to Montreal this weekend with my buddies? We got *some* rock concert to get to, and we want to get there fast and comfortable. What have you got?
A. Yes sir, when will you be travelling?
B. Yeah, well, probably Friday, man. Got to get there in time to get ready for the concert Saturday night.
A. What time of day would you prefer to travel, sir?
B. Hey, what's the difference? What about the afternoon?
A. Well, sir, there's the Turbo. It leaves at 3:45 each day except Saturday and gets to Montreal at 8:15. Would that be suitable for you, sir?
B. Hey, that's great, man. That's pretty fast, four and a half hours. Great.
A. Thank you sir. And, coming back it leaves Montreal at 3:45 Sunday afternoon and arrives here . . .
B. Yeah, I know, at 8:15. Right?
A. Right, sir. Do you wish to make a reservation now?
B. Yeah, right, well, how much will this be, man?
A. That will be $56 return, sir, for each person travelling.
B. Hey, cool. Okay, let's do it . . .

NUMBER 5

[A professor from the University of Toronto is planning a trip to Stratford to see some plays at the annual summer Shakespearian Festival.]

A. Gray Coach Lines . . . one moment, please.
B. . . . Hello, bus terminal?
A. Gray Coach Lines.
B. Is that the bus terminal?
A. That's right.
B. Yes, well, I've got tickets to two plays in Stratford next Saturday, and I wanted to know it I can go and come back by bus on the same day, without too much difficulty.
A. A bus leaving Toronto in the morning at 9:45.
B. When does it get to Stratford?
A. 12:25.
B. That's 12:25 in the afternoon?
A. That's right.
B. Let me see, the play begins at 2 in the afternoon. Yes, I think that should be satisfactory. What about the return journey?
A. Leaving Stratford just before midnight, gets to Toronto at 2:30 a.m.
B. Hmm. That's quite late, isn't it. But the second play probably won't be over until after 11. Yes, I think that will do. Now, where do I purchase the tickets?
A. You buy your tickets at the bus station at Bay and Dundas.
B. And my last question: how much is the fare for the return journey?
A. There and back, $17.10.
B. Very well. Thank you for your assistance. Goodbye.
A. 'Bye.

YOU ARE WHAT YOU SAY!

This activity gives the teacher an opportunity to talk with students about the variety of ways English may be used to say the same or similar things. Each character in the dialogues gives out verbal clues about his or her character, personality, background, and approach to the task of using the telephone to ask for travel information. The various formulas of politeness, especially, lend themselves to a discussion of politeness levels and different forms of expression that are appropriate to different contexts or situations.

Recognizing speech clues:

- play the taped dialogues again, stopping the tape after each dialogue
- have students, as they listen, write down words or phrases which they feel give them a clue to the personality or habits of each speaker. Play the dialogue a second time if necessary
- list on the blackboard the words, phrases, and sentences noted by students
- as an oral exercise, ask students to make guesses about the character of each speaker in the dialogue based on the language clues, so that a brief character description for each speaker is created.

CREATING DIALOGUES WITH CUE CARDS

There are five sets of cue cards provided in the module, each set (of 12) printed in a different color. Students work in pairs, each pair using one set of cards. One student in each pair receives the cards A 1 to A 6 of the set, and the other receives the cards B 1 to B 6 of the same set. (The A cues of each set, and also the B cues, can be left in one piece.) "A" cards give cues for questions, and "B" cards give cues for responses to the questions (sometimes including requests for further information).

The object of the activity is to have each pair of students develop a dialogue of complete sentences based on the cues given on the cards. Student A (of each pair of students) makes up complete questions based on the A cards, and student B gives responses based on the B cards.

For example:

A 1: I'm calling from St. Catherines. I'd like to travel to Kingston.

B 1: How do you wish to travel?

A 2: I'd like to go by train. How often do they run?

B 2: There are three trains daily that connect with trains to Kingston. What time of day do you wish to travel?

A 3: I want to go early in the afternoon. Is there an afternoon train?

B 3: Yes, there is a train that leaves St. Catherines at 1:30 p.m.

A 4: What times does it arrive in Kingston?

B 4: It gets to Kingston at 5:50 p.m.

A 5: Are there any changes or stops along the way?

B 5: Yes. You arrive in Toronto at 3:05 p.m., and you change to a train which leaves for Kingston at 3:45 p.m.

A 6: What is the fare?

B 6: The ticket will cost you $21.

If necessary the teacher should review the following vocabulary with students before they begin the activity:

starting point	*a.m.*
destination	*p.m.*
arrival	*transfer*
departure	*stopover*
mode of travel	*fare*

Dialogue Cues

Card Set 1

A 1	Starting point: St. Catharines Destination: Kingston	B 1	Mode of travel?
A 2	Travel by train. How often?	B 2	3 trains daily Preferred time?
A 3	Prefer early afternoon. Departure time?	B 3	Leave St. Catharines 1:30 p.m.
A 4	Arrival time?	B 4	Arrive Kingston 5:50 p.m.
A 5	Changes or stops on the way?	B 5	Arrive Toronto 3:05 p.m. Leave for Kingston 3:45 p.m.
A 6	Fare?	B 6	$21.00

Card Set 2

A 1	Starting point: Oshawa Destination: Montreal	B 1	Mode of travel?
A 2	Travel by train. How often?	B 2	Five times daily. Preferred time for travel?
A 3	Prefer morning departure. When does train leave?	B 3	Leave Oshawa 10:00 a.m.
A 4	Arrival time?	B 4	Arrive Montreal 3:25 p.m.
A 5	Any changes or stops?	B 5	Stop at Belleville, Kingston, Brockville, Dorval. No changes.
A 6	Fare?	B 6	$26.00 one way.

Dialogue Cues (cont.)

Card Set 3

A 1	Starting point: Toronto Destination: Calgary	B 1	Mode of travel?
A 2	Plane How often?	B 2	Four flights daily Preferred time for travel?
A 3	Evening Departure time?	B 3	Leave Toronto 7:35 p.m.
A 4	Arrival time?	B 4	Arrive Calgary 9:32 Mountain Time (two hours later Toronto time)
A 5	Changes or stopovers?	B 5	None
A 6	Fare?	B 6	$217.00 one way

Card Set 4

A 1	Starting point: Windsor Destination: Winnipeg	B 1	Mode of travel?
A 2	Plane How often?	B 2	One *direct* flight daily, five flights via Toronto.
A 3	Time of direct flight?	B 3	Leave Windsor 1:05 p.m.
A 4	Arrival time?	B 4	Arrive Winnipeg 2:25 Central Time (one hour later than Eastern Time)
A 5	Any changes or stopovers?	B 5	No
A 6	Fare?	B 6	$132.00 one way

Card Set 5

A 1	Starting point: Oakville Destination: Richmond Hill	B 1	What mode of travel?
A 2	GO train How often?	B 2	Lakeshore all day; Richmond Hill only at rush hour Best time for customer?
A 3	Afternoon best Train times?	B 3	Leave Oakville 3:30 p.m.
A 4	Arrival time?	B 4	Arrive Richmond Hill 5:10 p.m.
A 5	Any changes or transfers?	B 5	Oakville train arrives Toronto 4:07 p.m. Richmond Hill train leaves 4:30 p.m.
A 6	Fare?	B 6	$3.25 one way

References and Resources

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Language

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FILMS

Some of these films may be available through your own school board audiovisual department. Others can be obtained by contacting the nearest National Film Board office. Call NFB offices for more information about availability and booking.

Ten-tenths Ice (106C 0 174 138)
Visually effective. A vivid illustration of the problems of icebound ships — the dangers of being locked in the ice, and the methods by which they are released by icebreakers in the St. Lawrence. Some dialogue, but impact of the film does not depend on it.
8 minutes

Trafficopter (106C 0 172 027)
An upbeat presentation of the problems of traffic in the city from the vantage point of one who flies above it all. Good illustration of the difficulties of expressways, told in the language of AM radio traffic reports. Also draws attention to the effects of industrial pollution. 10 minutes

The Long Haul Men (106C 0 166 020)
Though made in 1966 and therefore dated in some respects, this gives a good depiction of the importance of international trade and transport, as well as an insight into the lives of the long-distance truckers. Dialogue and commentary are relatively clear, and the presentation is visually satisfactory. 17 minutes

Where Do We Go from Here? (106C 0 173 081)
Part of the Challenge for Change program, this film presents vital information on the subject of the problems of moving people in and out of a large metropolis. Viewing the film would fit best after work has been done on the module and the essential themes of the topic have been discussed. The language level is high, but the film is an excellent presentation of the subject. Highly recommended. 22 minutes

Jet Pilot (106 C 0 164 067)
Though made in 1964 and therefore somewhat out of date, this 16-minute film provides a basic picture of the realities of air travel, some comparisons with more primitive means of travel and the concepts of time and distance from the point of view of a jet pilot. Language is accessible for ESL students.

Seaway to the Heartland (106C 0 175 700)
This is a thorough, up-to-date account of the workings of the seaway, packed full of information about the early use of the waterway, the operation of the seaway locks, and the economic importance of today's waterway. The language level may be beyond some ESL students, but the visual component is strong enough to offset this problem. Highly recommended. 27:37 minutes

FILMSTRIPS AND SLIDE SETS

Canada on the Move: The Story of Transportation.
Toronto: McIntyre Educational Media, 1977.
This comprehensive series consists of four filmstrips (color; 35 mm), four cassettes (55 min.), and a teacher's manual. They provide a good visual introduction to the topic of transportation, covering water, road, air, and rail transportation. The series tells the story of transportation and how it has affected Canadian history, settlement, and the search for natural resources.

MAPS

Ontario/Canada Official Road Map. Free on request from: Ontario Department of Transportation and Communications, Map Office, 1201 Wilson Ave., Downsview, Ontario M3M 1J8. Tel.: (416) 248-3476.

Answer Key to Student Worksheets

MEETING NEW WORDS **Worksheet 1**

Fill in the blanks in these sentences, using either a root or prefix from the words listed below.

1. The Great Lakes—St. Lawrence system is one of the largest in*land* waterways in the world.
2. That truck's ex*haust* makes me feel sick.
3. My brother is catching the *trans*atlantic flight to Paris tonight.
4. In most public transit systems, you need a *trans*fer to change from a subway to a bus.
5. Follow the ex*it* ramp off the freeway at Highway 8 to go to Kitchener.
6. A busy *inter*section is dangerous for pedestrians.
7. The *inter*provincial trucking system is vital to the country's economy.
8. The adventure of inter*planetary* travel has caught the imagination of would-be astronauts around the world.
9. The value of Canada's ex*port* goods has increased this year.
10. A passport is usually required if you want to cross *inter*national boundaries.
11. For the past few years, Ottawa has been a steadily *ex*panding city.
12. There was a tremendous ex*plosion* when the bomb dropped.

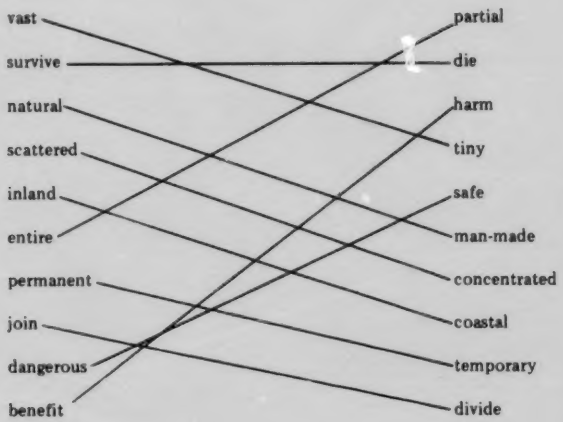
exhaust	exit	transatlantic
expanding	interplanetary	transfer
explosion	export	inland
interprovincial	intersection	international

WORD STUDY (The Waterways) **Worksheet 2**

A. Write each word in the list on the right in the space beside its correct definition.

1. to carry a boat overland	*portage*	prosper
2. the business of buying and selling furs	*fur trade*	spread out
3. to fan out	*spread out*	mouth
4. place where a river enters the ocean	*mouth*	rapids
5. to grow rich	*prosper*	bypass
6. materials carried on a ship	*cargo*	portage
7. to go around	*bypass*	harsh
8. severe	*harsh*	fur trade
9. to grow dim	*fade*	fade
10. fast-moving water	*rapids*	cargo

B. With ruler and pencil draw lines to join words with opposite meanings. (The first is done for you.)



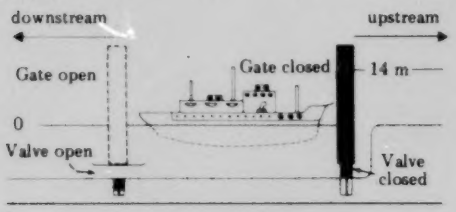
READING COMPREHENSION (The Waterways) **Worksheet 3**

Reading the sentences below carefully. Some of the sentences give correct information but others give wrong information. Use your ruler and pencil to underline the sentences that are right.

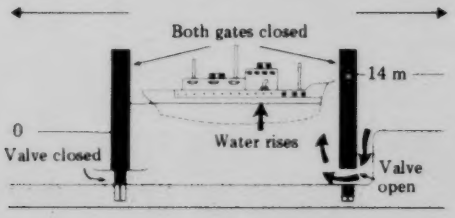
1. The transportation system helps keep Canada together.
2. The natural lines of communication in North America run east and west.
3. The Fraser river was Canada's first important waterway.
4. Many early settlements grew up close to water transportation routes.
5. The early settlers used the waterways to travel to the interior of the country. Then they took public transit.
6. Canals and locks enabled boats to bypass dangerous sections of water.
7. Goods could never be shipped by water because of the great dangers.
8. Ship-building once was a very important industry in Canada.
9. The first ships were made of iron and steel.
10. The St. Lawrence Seaway is one of the world's largest inland shipping systems.
11. The city of Calgary, Alberta, became an international port after the St. Lawrence Seaway opened.
12. The Seaway was built because many newcomers to Canada were getting airsick.
13. Many of Canada's natural resources are carried to other countries on ships using the Seaway.
14. Ships carry many kinds of cargo except wheat.
15. The St. Lawrence Seaway has been more successful than anyone hoped.

How a Seaway Lock Works

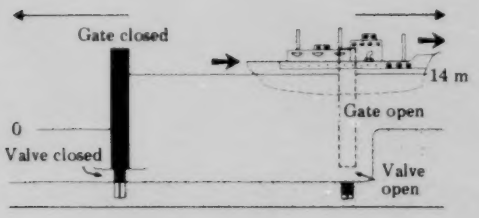
In the three diagrams below you can see how a ship uses a lock to move upstream. This ship is raised from sea level, 0 m (metres), to a water level of 14 m. Study each diagram and the written description beside it. Fill in missing words in the description to correctly describe the way a lock works.



A lock is like a bathtub with doors instead of a drain. These doors are gates that can be either open or ..*closed*.. . As the ship moves into the lock, the downstream gate is ..*open*.. . The ..*upstream*.. gate stays closed.



The downstream gate closes. Now a "tubful" of water is locked inside. Water from ..*upstream*.. then flows into the lock through the open filling ..*valve*.. . As the level of the ..*water*.. rises in the lock, the ..*ship*.. rises with it.



When the water in the lock has risen ..*14*.. m, it is the same level as the water upstream. The upstream gate is ..*opened*.. . The ship continues its journey. On the return trip, the water level in the lock is lowered ..*14*.. m, to the level of the downstream part of the river.

(a) *Sending Cargo by Ship*

Four types of cargo ships that use the Seaway are described below. Read these descriptions carefully.

Bulk carriers move bulky goods such as iron ore, coal, and wheat. They are also called "lakers". They look much like large floating boxes. Because they are easy to load and unload, they can move cargo cheaply between ports on the Great Lakes.

General cargo ships usually carry more than one kind of cargo at a time. They may carry small machines, automobiles, and bales of wool. Part of the cargo is usually unloaded at different ports and new cargo is taken aboard.

Tankers carry liquid bulk cargo, usually oil or petroleum products. The cargo is piped into large tanks located below the deck.

Container ships have their cargo stored in large crate-like containers. These are sealed at the factory and are not opened until they reach the customer. Special docks and machines are used to load and unload the cargo of these ships.

(b) *Some Ships Using the Seaway*

The chart lists some of the cargo ships passing through a St. Lawrence Seaway lock from June 29 to July 4. The chart gives the name of the ship, the type of cargo ship, the direction it is moving, and some observations about its cargo.

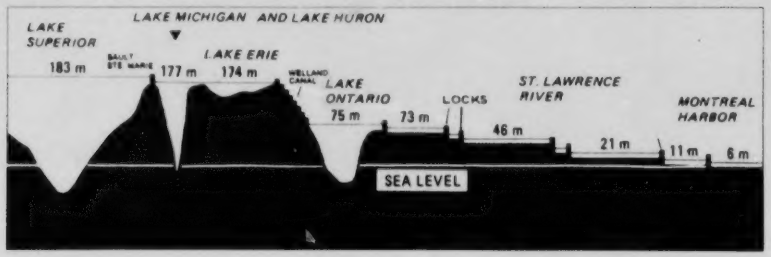
From the observations given, decide which type of cargo ship each one is likely to be, and in which direction it is moving. Write your answers on the chart in the answer blanks.

Date	Direction	Name	Type of Cargo Ship	Observations
June 29	westbound	Cape Breton Miner	..*bulk*.. ..*carrier*..	Laker with heavy load. From coal mines of Cape Breton to thermal power station in Ontario.
June 30	eastbound	Rimouski	..*bulk*.. ..*carrier*..	Heavy load. Cargo is rock from quarries at Port Colborne, Ontario; to Sept-Isles, Quebec.
July 1	..*west-*.. ..*bound*..	Grenville	..*general*.. ..*cargo ship*..	Automobiles and automobile parts, from Toronto to Detroit, U.S.A.
July 2	..*west-*.. ..*bound*..	L. D. McDonald	..*bulk*.. ..*carrier*..	Laker carrying iron ore from Sept-Isles, Quebec to Hamilton, Ontario.
July 3	..*east-*.. ..*bound*..	Fort Chambly	..*container*.. ..*ship*..	Freighter moving from Toronto Toronto to Montreal. Some containers on board.
July 4	westbound	Sarnia	..*tanker*..	Vast network of pipes visible on deck.

Elevation Above Sea Level of Bodies of Water in the Great Lakes – St. Lawrence System

The profile view below tells you that the water level in each body of water shown is a certain number of metres higher than the level of water in the ocean (0 m). This is called the "elevation above sea level."

PROFILE VIEW OF BODIES OF WATER IN THE GREAT LAKES – ST. LAWRENCE SYSTEM SHOWING ELEVATIONS ABOVE SEA LEVEL



A. Use information given on the profile view to complete the following chart.

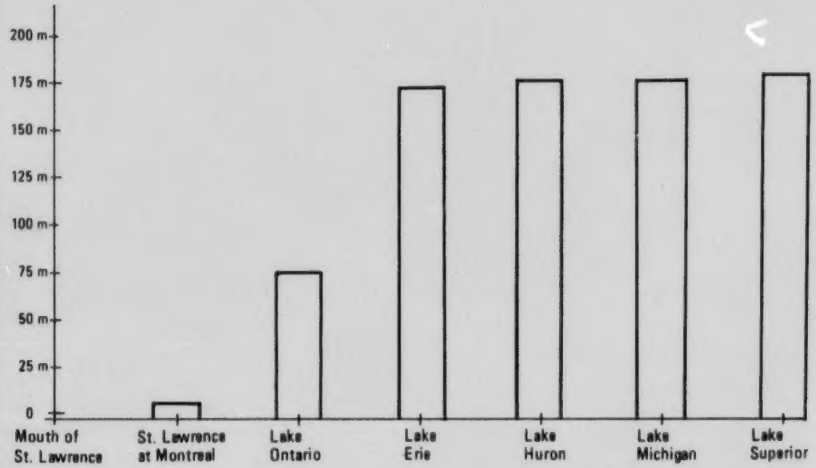
TABLE OF ELEVATIONS ABOVE SEA LEVEL OF BODIES OF WATER IN THE GREAT LAKES – ST. LAWRENCE SYSTEM

Body of Water	*Elevation above sea level*
1. Lake Superior	*183 m*
2. Lake Michigan	*177 m*
3. Lake Huron	*177 m*
4. Lake Erie	*174 m*
5. Lake Ontario	*75 m*
6. St. Lawrence River (at Montreal)	*6 m*
7. St. Lawrence River mouth (at Quebec City)	0 (sea level)

B. By means of a bar graph, show the information given in the table of elevations above sea level of bodies of water in the Great Lakes-St. Lawrence System.

(See next sheet.)

(cont.)



C. 1. The water level drops sharply between two of the Great Lakes.

Between which two lakes? *Lake Erie and Lake Ontario*

How many metres does the water level drop? *99 m.*

What famous natural attraction is formed by this drop? *Niagara Falls*

2. In which direction does the water in the Great Lakes flow? *Towards the east*

3. Why is the mouth of the St. Lawrence River at 0 metres? *Because it flows into the sea and is at sea level.*

WORD STUDY (Railways and Expansion) **Worksheet 7**

A. Write each word in the list on the right in the space beside its correct definition.

1. made by machine ..... *manufactured*
2. growth ..... *expansion*
3. communication from a distance ..... *telecommunications*
4. to move from one place to another ..... *transfer*
5. very large boxes for carrying cargo ..... *containers*
6. community outside a large city or town ..... *suburban community*
7. making a profit ..... *profitable*
8. person who travels some distance to and from work ..... *commuter*
9. to join ..... *link*
10. free ..... *independent*

containers
telecommunications
commuter
manufactured
transfer
profitable
link
independent
suburban community
expansion

B. Find the opposites! Write each word in the list on the right beside the word on the left that is related but different in meaning. Underline the pairs of words that are opposite in meaning

passenger ..... *driver*
load ..... *unload*
interior ..... *exterior*
manufactured ..... *hand-made*
united ..... *separated*
rugged ..... *smooth*
survive ..... *die*

smooth
hand-made
driver
die
exterior
unload
separated

READING COMPREHENSION (Railways and Expansion) **Worksheet 8**

Read the sentences below carefully. Some of the sentences are correct and some are incorrect. (The whole sentence or only a part of it may be wrong.)
- use a ruler and pencil to underline the incorrect sentences or parts of sentences
- rewrite the incorrect sentences or parts of sentences so that they are correct.

1. The building of the Canadian Pacific Railway helped to open up the Canadian West.

2. Trains carried thousands of immigrants from Vancouver in the west to Montreal in the east.
from Montreal in the east to Vancouver in the west.

3. When grain became an important crop on the western Prairies, trains transported the grain to ports on the Great Lakes.

4. Both the CNR and the CPR operate several different kinds of transportation services. The most important is helicopters. *The most important is railways.*

5. Go Transit is a commuter service which brings thousands of workers into the city of Toronto each day.

6. Go Transit uses mainly buses and airplanes to carry passengers.
and trains

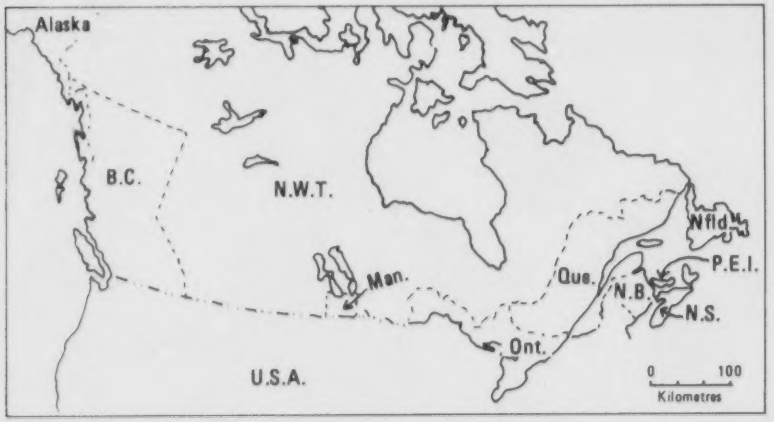
7. As more people travel by car, the highway system is always being reduced.
expanded

USING THE INFORMATION (Railways and Expansion) **Worksheet 9**

1. Here is a map of Canada showing the boundaries of the provinces as they were in the year 1873. (Some of them have changed in size and shape since that date.) Using the short forms given, mark on the map any of the following names that you think belong there.

Alaska
British Columbia (B.C.)
Ontario (Ont.)
Quebec (Que.)
Manitoba (Man.)
New Brunswick (N.B.)
Newfoundland (Nfld.)
Northwest Territories (N.W.T.)
Nova Scotia (N.S.)
Prince Edward Island (P.E.I.)
United States of America (U.S.A.)

CANADA IN 1873



2. Some of the names you have marked on the map are of areas that did not belong to Canada.

Which names are those? *Alaska, Nfld., U.S.A.*

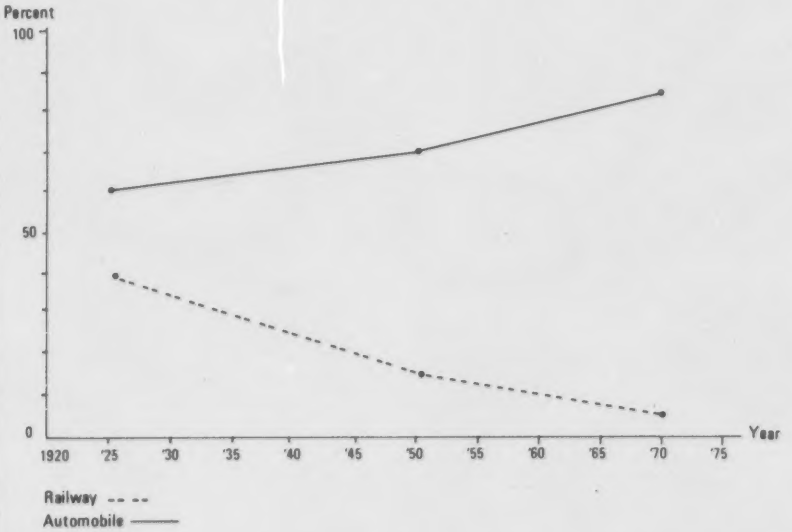
To what country did each belong? *U.S.A., Great Britain, U.S.A.*

USING THE INFORMATION (Railways and Expansion) **Worksheet 10**

In the paragraph below you will read how, over a period of 30 years, people have gradually stopped travelling mostly by train and are travelling mostly by automobile.

- read the paragraph carefully
- Complete a 2-line graph (following the paragraph) to show the changes that have taken place in railway and automobile travel as described in the paragraph. Use a broken line for the railway, and a solid line for the automobile

In the year 1925, travellers very often took the train to go from one city to another. Many people found it pleasant and economical to travel by train. In fact, in 1925 the railways carried 40% of the passengers travelling from city to city, while 60% travelled by car. As the years passed, many more people were able to own their own cars. New highways were built and old roads were improved. By the year 1950, the railways were carrying only 15% of passenger traffic, while automobiles carried 70%. The comfort and convenience of travel by private car finally won out over the appeal of the railway, so that in 1970 the railways were carrying only 5% of passenger traffic and the automobile 85%. (Airplanes and buses carried the other 10%.) When older railway lines are not often used to carry passengers, the railways claim they have no other choice but to stop service on those lines.

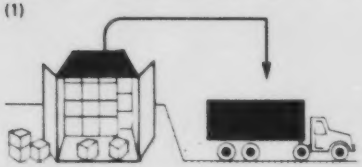


Containerization

Much of the cargo transported by the railways today is shipped in containers. The containers are huge, crate-like boxes that can be carried by a train, truck, ship, or plane. When a container is used, the freight is packed once at the factory and then can be moved to or from train, truck, ship, and plane without further packing or unpacking. Using containers saves time and saves money. "Containerization" is rapidly changing methods of carrying freight in Canada and around the world.

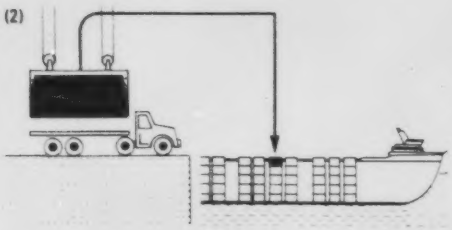
Look at the diagrams below. They show a container as it is moved from the factory onto a truck (1), then onto a ship (2), onto a railway flatcar (3), and into a warehouse at the end of its journey (4). Fill in missing words in the description of each diagram, so that the description makes sense.

(1)



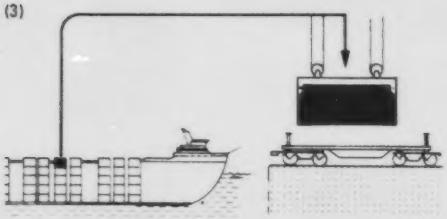
At the warehouse, the freight is loaded into ..*huge*.. crate-like boxes, called ..*containers*.., which are able to fit onto trains, ..*trucks*.. ships or ..*planes*.. . The container is loaded onto a ..*truck*.. and its journey begins.

(2)



At the dock in the container port, the container is lifted ..*off*.. the truck and directly ..*onto*.. the ..*ship*.. by special machinery.

(3)

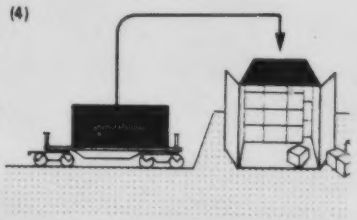


At the ..*end*.. of the shipboard journey, the container is again lifted ..*off*.. the ship and placed on a flatcar for transport along a rail line.

(cont.)

Finally, the ..*container*.. comes to the end of its journey. It is ..*lifted*.. off the flatcar and placed in a warehouse. Here the container will be ..*opened*.. and the contents removed. Each item in the container has been handled only once, but the container itself has been moved by several different types of transport.

(4)



WORD STUDY (The Private Car) **Worksheet 12**

1. Write each word or phrase in the list at the right beside a word at the left that is close to it in meaning.

1. primary	*main*	connect
2. rapidly	*quickly*	go down
3. encourage	*help*	choices
4. decline	*go down*	easy to use
5. region	*geographic area*	main
6. link	*connect*	help
7. rely on	*depend on*	depend on
8. convenient	*easy to use*	geographic area
9. congestion	*crowdedness*	crowdedness
10. alternatives	*choices*	quickly

2. Match the opposites. (Write each word from the list on the right beside a word at the left.)

core	*edge*	inconvenient
gradually	*suddenly*	edge
decline	*increase*	suddenly
convenient	*inconvenient*	secondary
primary	*secondary*	increase

READING COMPREHENSION (The Private Car) **Worksheet 13**

In each pair of sentences below, the first sentence is complete and the second sentence is incomplete. Finish the second sentence so that it makes sense.

1. The private car has brought each car owner a lot of freedom. With a car you can *travel when and where you want to go.*

2. Many older two-lane roads have been widened to four-lane highways. This is because *the number of cars, trucks, and buses using the roads has greatly increased.*

3. An important transportation network serves the needs of the industrial centres of Quebec and Ontario. This transportation corridor runs *from Quebec City in the east to Windsor in the west.*

4. New multi-lane highways provide better transportation routes for cars and trucks. At the same time, they attract *new development — businesses, industries, population centres.*

5. As soon as new roads are built into a city, they become crowded with traffic. As a result, many people are changing their travel habits and are *using public transit — buses, subways, and commuter trains.*

6. Since the 1960s, many people in Toronto have been using the subway to travel to and from work. The subway is an efficient mode of transportation because *it moves thousands of people without causing traffic congestion.*

(cont.)

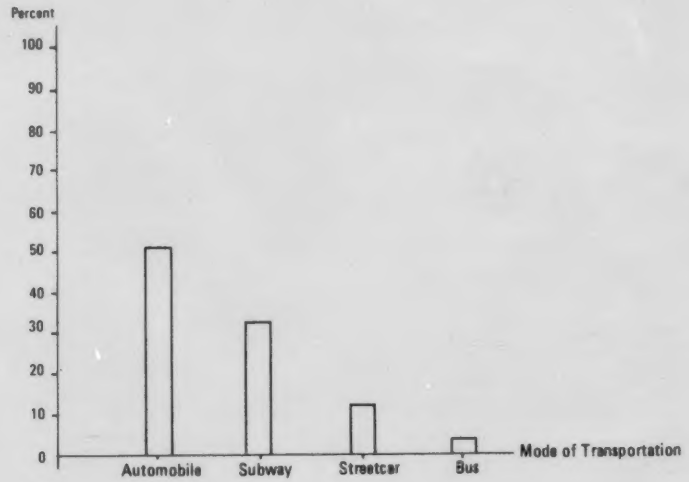
7. More and more cars use the roads and highways every day. Consequently, some people are worried about *noise and air pollution, waste of land, and traffic congestion.*

8. Cities must plan to move traffic efficiently through the streets, but local neighborhoods must also be protected. The most important thing is

1. Here is a table of figures giving the percentages of passengers using four different modes of transportation on a typical day in the city of Toronto. Draw a bar graph to show the percentage use of each mode of transportation.

PERCENTAGE USE OF FOUR MODES OF TRANSPORTATION
IN THE CITY OF TORONTO ON ONE DAY

Mode of Transportation	*Percentage*
Automobile	51
Subway	32.4
Streetcar	12.3
Bus	4.3
Total	100%



READING COMPREHENSION (Growth of Airlines) Worksheet 15

Answer the questions in the space provided below from the information in the text.

1. (a) What is a bush plane? *A small plane used to fly into remote areas where there are no regular landing strips.*

(b) What did bush planes and bush pilots do for the development of the Canadian North?
They carried surveyors and prospectors to make maps and to search for minerals, and provided links with larger centres in the south.

2. What kinds of jobs can be done by small aircraft today?

(a) *locate minerals*

(b) *drop water on forest fires*

(c) *spray fields and forests against harmful insects*

(d) *take photographs, from which maps can be made*

(e) *carry freight*

(f) *carry people who need to go into or out of remote areas*

3. What travel possibilities does the airplane offer to

(a) a businessperson? *Fast, comfortable travel to meetings in other cities; communication facilities if necessary.*

(cont.)

(b) a tourist? *Fast, comfortable travel to almost anyplace in the world. Meals, entertainment, windows on the world.*

4. What do we mean by:

(a) an international carrier? *An airline that carries people or freight to other countries besides Canada.*

(b) a regional airline? *An airline that links large centres to smaller ones in the area.*

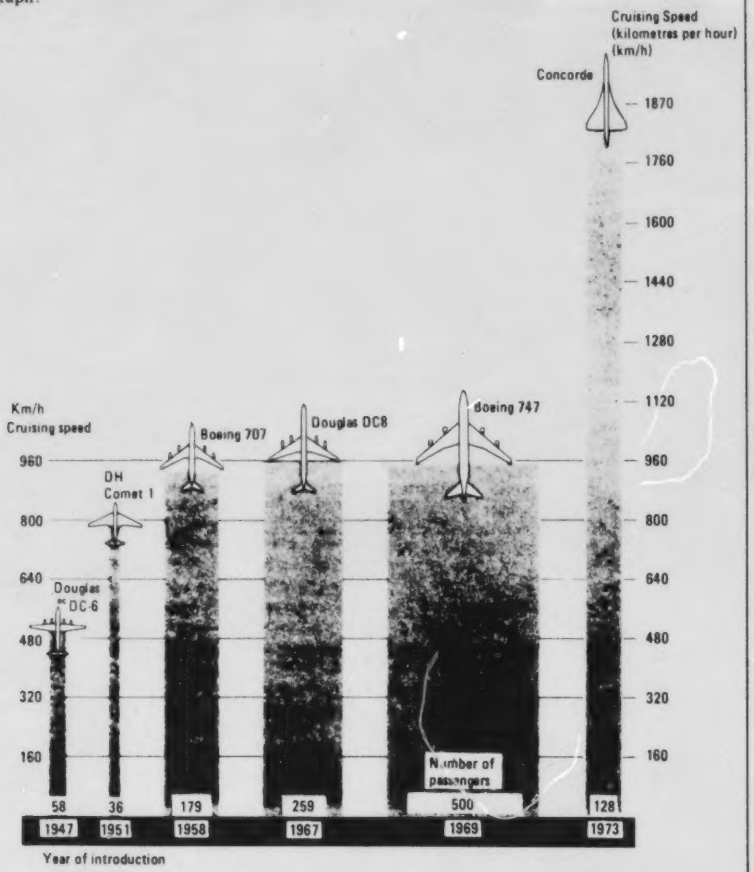
(c) a private airplane? *An airplane owned by an individual or a company for their own use.*

(d) a company airplane? *A plane owned and operated by a company for business travel of company personnel.*

USING THE INFORMATION (Growth of Airlines) **Worksheet 16**

The first aircraft began to fly regularly during the 1930s. Since then air travel has become enormously popular. The main reason for the great increase in air travel is speed, and the resulting saving of time. Aircraft manufacturers continue to build planes that fly more people faster and faster, so that passengers and cargoes can reach their destinations sooner. The speed of commercial aircraft has increased seven times since the days of the DC-3 in 1937.

The graph below shows the advances made in aircraft over a 26-year period, 1937 to 1973. Examine the graph carefully. Then complete the statements on the next sheet, which are based on the graph.



(cont.)

1. The Douglas DC-6 was first introduced in *1947* and flew at a speed of just over *450 km/h*. It carried *58* passengers.

2. The 36-passenger *DH Comet 1* was introduced in 1951 and flew at a speed of over 700 km/h, almost *two* times faster than the DC-6.

3. In 1958, the *707*, first of the big passenger jets, came into use. It flies at a speed of *960 km/h* and carries *179* passengers.

4. The Douglas DC-8 started carrying passengers in 1967. Another of the subsonic jets, it carries *259* passengers and flies at *960 km/h*.

5. The largest commercial jet in the world, the *Boeing 747*, carries *500* passengers and flies at a speed of *960 km/h*.

6. The first supersonic jet to go into service in the western world is the *Concorde*. It first flew in *1973* and carries *128* passengers.

Faster air travel will continue to be sought, although fuel costs may place some limits on this demand. Designers of new aircraft predict that jet transport planes may soon travel at 6400 km per hour.

WORD HUNT GAME

Worksheet 17

Hidden in the puzzle below are 25 words that have something to do with transportation. The words may run in any direction in a vertical, horizontal, or diagonal line. Words may overlap. As you find each word, draw a circle around it in pencil.

When you have found as many words as you can, ask for the answer sheet and correct your answers.

T	T	C	O	N	T	A	I	N	E	R	O	S	V
S	R	R	C	R	X	R	C	Y	L	M	D	T	Z
K	A	A	A	Z	N	W	A	T	E	R	W	A	Y
C	I	I	N	R	L	M	R	N	I	X	Y	T	H
O	N	L	A	S	A	B	D	V	S	F	H	I	I
L	F	W	L	R	P	C	E	E	G	I	I	O	G
S	R	A	O	A	G	O	N	M	K	J	T	N	H
U	E	Y	P	C	O	S	R	Q	R	B	S	T	W
B	I	Y	U	T	V	H	W	T	R	U	C	K	A
W	G	A	X	E	X	I	Z	A	A	S	B	C	Y
A	H	W	N	E	D	P	E	F	G	T	H	I	J
Y	T	A	I	R	O	P	O	R	T	K	I	L	M
N	L	E	S	T	O	L	P	Q	R	S	T	O	U
P	V	S	W	S	X	T	R	A	F	F	I	C	N

WORD HUNT GAME

Worksheet 17A

Hidden in the puzzle below are 25 words that have something to do with transportation. The words may run in any direction in a vertical, horizontal, or diagonal line. Words may overlap. As you find each word, draw a circle around it in pencil.

When you have found as many words as you can, ask for the answer sheet and correct your answers.

T	T	C	O	N	T	A	I	N	E	R	O	S	V
S	R	R	C	R	X	R	C	Y	L	M	D	T	Z
K	A	A	A	Z	N	W	A	T	E	R	W	A	Y
C	I	I	N	R	L	M	R	N	I	X	Y	T	H
O	N	L	A	S	A	B	D	V	S	F	H	I	I
L	F	W	L	R	P	C	E	E	G	I	I	O	G
S	R	A	O	A	G	O	N	M	K	J	T	N	H
U	E	Y	P	C	O	S	R	Q	R	B	S	T	W
B	I	Y	U	T	V	H	W	T	R	U	C	K	A
W	G	A	X	E	X	I	Z	A	A	S	B	C	Y
A	H	W	N	E	D	P	E	F	G	T	H	I	J
Y	T	A	I	R	O	P	O	R	T	K	I	L	M
N	L	E	S	T	O	L	P	Q	R	S	T	O	U
P	V	S	W	S	X	T	R	A	F	F	I	C	N

CAUSE-RESULT Worksheet 18

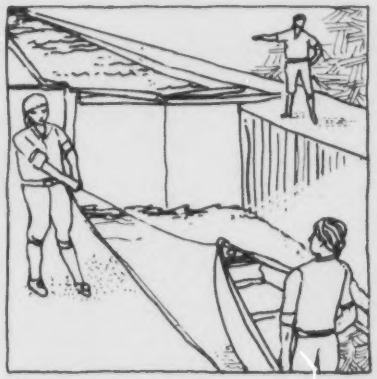
A cause and result statement can be expressed in several ways. Here are three possibilities:

1. A happened, *so* B happened.
2. A happened; *as a result*, B happened.
3. A happened; *consequently* B happened.

Example:
Look at the pictures below. Picture A shows a cause, picture B a result. Describe the cause. Describe the result. Then join the cause and result statements into one sentence, using "so," "as a result," or "consequently."

A

B



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CAUSE-RESULT Worksheet 19

- Match each CAUSE with the correct RESULT by putting the number of the CAUSE in the box beside the appropriate RESULT. (One is done for you.)
- Join each pair of CAUSE and RESULT, statements into one sentence, using "so," "consequently," or "as a result."
- Write each combined sentence in your notebook.

1. During the winter months the channels of the St. Lawrence Seaway are jammed with ice	[4]	the problem of traffic on city streets continues to increase.
2. After World War II, assembly line methods produced great numbers of cars for North American buyers	[6]	the early traders had to portage around dangerous sections.
3. Large ocean-going ships can follow the Seaway as far west as the tip of Lake Superior	[5]	workers can leave their cars at home and take the train to work.
4. Every year more people drive their cars into the cities	[3]	goods can be shipped directly to foreign markets from inland ports such as Toronto, Hamilton or Thunder Bay.
5. Commuter trains can provide excellent passenger service from suburban communities into large cities	[1]	the Seaway is forced to close during the freeze up.
6. There are many dangerous rapids and waterfalls along the Great Lakes-St. Lawrence waterway	[2]	the number of cars on the roads increased rapidly.

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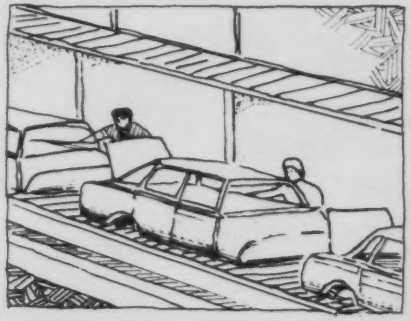
CAUSE-RESULT

Worksheet 20

Each numbered statement on the left states a CAUSE, and the picture to the right of it shows a RESULT. For each one:

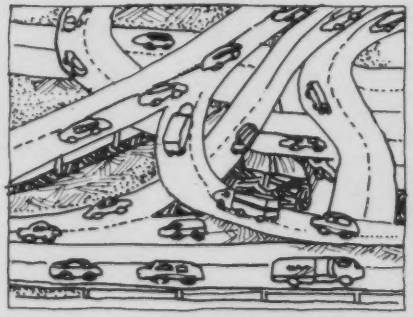
- Think of a statement that describes the RESULT shown in the picture.
- In your notebook, write both statements in one sentence, using "so," "consequently," or "as a result" to join CAUSE and RESULT.

1. The assembly line system of production was developed mainly by the automobile industry.



2. As our cities grow more crowded, the traffic on city streets can make driving slow and difficult.

3. More people than ever before own cars and use them every day to drive to work, to school, or to shops.



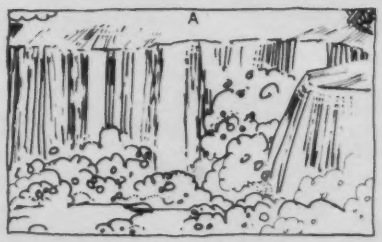
CAUSE-RESULT

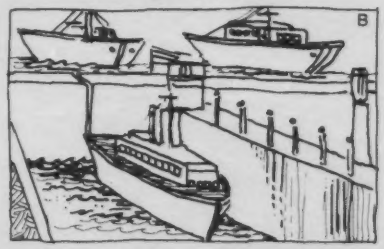
Worksheet 21

Here is another way to express a cause and result: *Because* A happened, B happened.

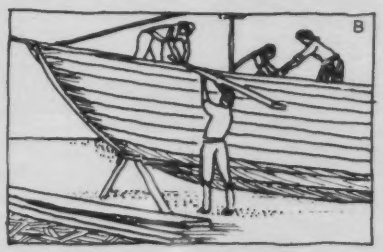
Each drawing below shows something mentioned in the reading text. Picture A represents a CAUSE, picture B a RESULT. Think of a sentence to describe the CAUSE shown in each picture A and a sentence describing the RESULT shown in each picture B. Join each pair of sentences to make one sentence beginning with "because." Write the sentence in your notebook.

1.



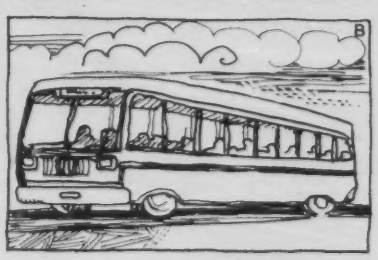


2.



3.

4.



Worksheet 23

CAUSE-RESULT

Match each CAUSE with the correct RESULT (from the box below) to complete each sentence.

1. Because Miss B. is an efficient secretary, *she is careful to get the correct information when she plans a trip for her boss.*

2. Since she has never made her own travel arrangements before, *Sally is not sure how to plan a ski trip for her and her friends.*

3. Since Professor Atkins can't afford to stay overnight in a motel, *he wants to get a return bus from Stratford the same evening.*

4. Because the concert is in Montreal on Saturday afternoon, *Sam wants to take the Rapido there on Friday.*

5. Because it will take several days to reach St. John's by train, *Michael may decide to fly to Newfoundland instead.*

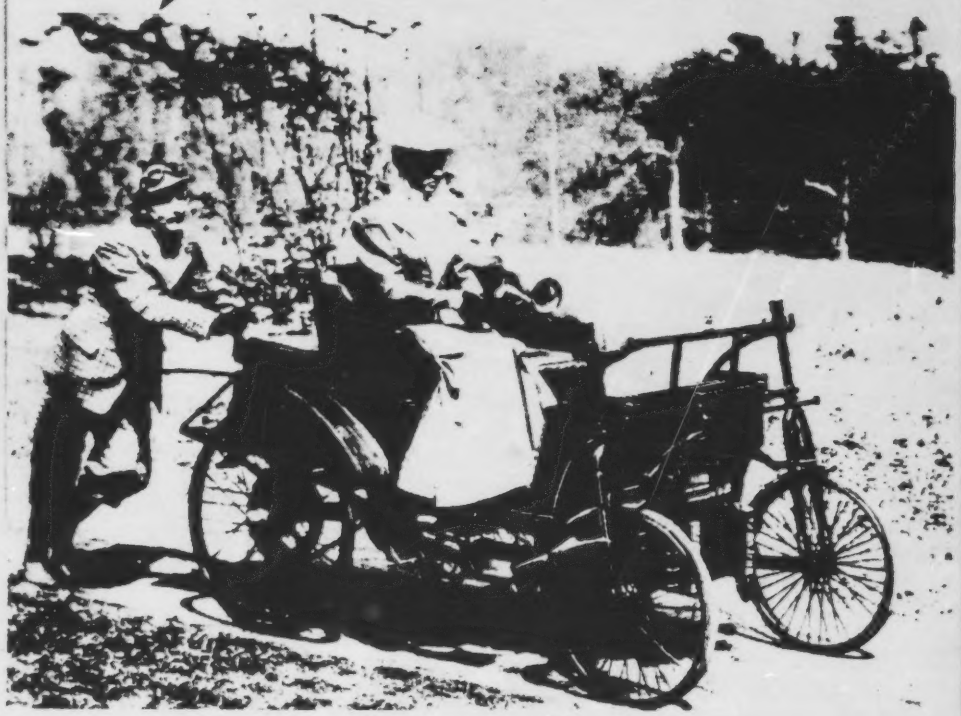
- he wants to get a return bus from Stratford the same evening
- Michael may decide to fly to Newfoundland instead
- Sally is not sure how to plan a ski trip for her and her friends
- she is careful to get the correct information when she plans a trip for her boss
- Sam wants to take the Rapido there on Friday

LISTENING FOR DETAILS

Worksheet 22

Dialogue	Starting Point	Destination	Type of Ticket	Means of Transportation	Fare	Reasons for Travel
1	*Ottawa*	*Vancouver*	*Return*	*Plane*	*$546.00*	*Business meeting*
2	*Toronto*	*Collingwood*	*Return*	*Bus*	*$18.20*	*Skiing*
3	*Burlington*	*Thunder Bay*	*Return*	*Train*	*$ 67.00 + 45.00 = $115.00*	*Family visit*
4	*Toronto*	*Montreal*	*Return*	*Train (Turbo)*	*$56.00*	*Rock concert*
5	*Toronto*	*Stratford*	*Return*	*Bus*	*$17.10*	*Stratford Festival (theatre)*

GETTING THERE



CHANGING MODES OF TRANSPORTATION

ARCTIC
OCEAN
Hudson Bay
ATLANTIC OCEAN
PACIFIC OCEAN

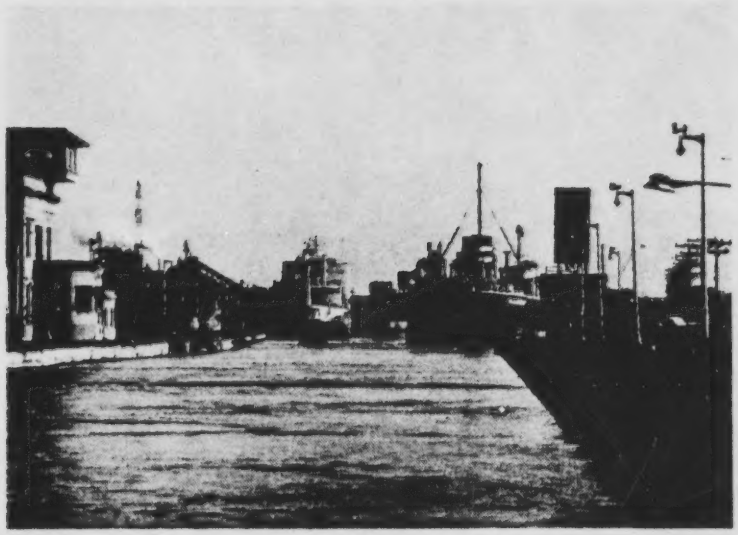
1 Canada is a vast country with a fairly small population. It is divided into regions by a series of large physical barriers. As you can see from the map of landform regions, most of the natural trade and transportation lines in North America run north and south. But the Canadian leaders who wanted to keep the country separate from the United States encouraged a pattern of settlement going from east to west. Most Canadians now live in a scattered ribbon extending 8000 kilometres from the Atlantic to the Pacific. They have had to develop trade and transportation routes which cut across the country's natural landforms. It is this growing transportation system, more than any other factor, that has helped Canada to survive, grow, and prosper as an independent nation.

The Waterways

2 Canada's early development depended entirely on water transport. Ships sailed along the Atlantic and Hudson Bay coast lines. They sailed along the St. Lawrence River and into the Great Lakes system. Explorers travelling in canoes went further inland, following the lakes and rivers to fan out slowly across the continent. Fur traders followed the explorers along the same water routes. Their long journey began at the mouth of the St. Lawrence River and led them through the Great Lakes system, along the inland waterways, and into the heart of the continent, a distance of some 3700 kilometres. The first settlers soon followed the explorers and traders up the St. Lawrence River.

3 In the 1800s, many permanent settlements were established along the waterways — for example, Brockville, Kingston, Toronto, Hamilton. They were linked by boats that carried passengers, food, mail, and goods of all kinds. But waterfalls and rapids at certain points in the journey made travel difficult and dangerous. Both cargo and boats often had to be carried overland around these dangerous sections. As the need for travel and for trade continued to grow, canals had to be built which would bypass rapids and waterfalls and allow boats to go safely from one section of the waterway to another. For example, the Welland Canal, built in 1827, enabled water transport to pass safely from Lake Erie to Lake Ontario without a portage around the Niagara Falls. Such early canals helped to develop the area that is now southern Ontario. Some of them, such as the Rideau and the Trent, are not used for trade today, but are still used by tourists enjoying holiday trips in their pleasure boats.

4 In Canada's early years, wood from the country's forests was used to build hundreds of wooden ships. In the 1880s, Canada had the fourth largest fleet of ships in the world. But when shipbuilders began to use iron and steel instead of wood, the number of ships built in Canada declined. Today, very few ocean-going ships are owned and operated by Canadian companies.



5 In 1959, the St Lawrence Seaway was opened. The Seaway was a huge construction project, built by Canada and the United States together, which again made water transport through the Great Lakes very important for Canada's trade. The Seaway is made up of a series of canals and locks which link the St. Lawrence River and all the Great Lakes. Each lock is a short section of canal in which the water level can be raised or lowered. By passing through the locks, ships can move upstream or downstream, between sea level and the higher water levels in the Great Lakes.

6 The Seaway is one of the world's largest inland shipping systems. Since it was built, ocean-going ships from around the world have been able to reach many inland ports along the shores of the Great Lakes, such as Toronto and Hamilton on Lake Ontario. Large ocean-going ships can now pass from the Atlantic Ocean, through the five Great Lakes, all the way to Thunder Bay (Canada) and the American city of Duluth at the tip of Lake Superior. Goods can be shipped from all the lake ports along the Seaway directly to foreign markets. Natural resources of the interior of the continent can be shipped directly to Canadian,

American, and overseas markets. For example, iron ore from Quebec and Labrador can be carried by ship to steel mills in Hamilton, Cleveland, Pittsburgh, Detroit, and Chicago; and wheat from the prairies can be transported by ship from Thunder Bay.

7 Unfortunately, some hopes for the Seaway have faded since it opened. Harsh winter weather and ice conditions make it impossible for ships to move along the waterway for several months each year. It has to be closed during the freeze-up. This means that the shipping season is shortened, and that in some cases ships must remain in the system over the months of January and February. In addition, only a few years after the Seaway opened, new ocean-going ships were being built too wide to go through the Seaway's locks. However, in spite of these problems, water transport through the Great Lakes continues to be an important part of Canada's trade and transport system.

Railways and Expansion

8 In early days the waterways brought explorers, traders, and settlers into the interior of Canada. Later, another means of transportation became important – the railway. At the time of Confederation in 1867, the government knew the rail line was needed to keep the Canadian colonies united and independent of the United States. The Canadian Pacific Railway was begun in order to link eastern Canada with British Columbia and the Pacific coast in the west.

9 The railway had to be built across some of the most rugged land in the world. Many people thought the job too difficult to be done. But, it was the promise of the railway that brought the colony of British Columbia into Confederation. Finally, after fifteen years of financial difficulty and back-breaking labor, the job was finished.

10 The railway line was of the greatest importance to the settlement and growth of the west. Trains carried thousands of immigrants from eastern Canada into the Canadian prairies and through the mountains of British Columbia to the Pacific coast. In time, trains carried wheat from the prairies to ports on the Great Lakes and returned with food and manufactured goods needed by the settlers. Without the railway, Canada's west could not have survived.

11 Today, Canada has two large railway companies, the privately owned Canadian Pacific Railway (CPR) and the government-owned Canadian National Railway (CNR). Although both began as railway companies only, they now own and operate many different transportation and communication services – ships, planes, trucks, hotels, and telecommunication networks. Both companies are now using containers to move goods across Canada and to other countries. The use of containers, or "containerization" as it has been called, has greatly changed the methods of carrying freight. The containers can be easily loaded on and off railway cars, trucks, ships, and planes. Thus loading and unloading can be done by mechanical means, and it is not

necessary for goods to be handled in any way or repackaged when they are transferred from one means of transport to another.

12 For many years the railways provided Canadians with the best method of passenger travel from one part of the country to another. However, in the past thirty years the number of railway passengers has dropped sharply, and many rail routes which were not profitable have been discontinued. There are several reasons for this: many people now own and drive automobiles; the highway network has been extended and improved; and air travel has developed enormously. Today, the two big railway companies do not operate passenger rail services in Canada. Via Rail, a government-owned system, now provides fast passenger service to many communities across Canada and links up with major U.S. cities as well.

13 In the early 1970s, the government of Ontario set up a passenger rail service in the area around Metropolitan Toronto. The

purpose of this system (called the GO system) was to encourage people living outside the metropolitan area to leave their cars at home when travelling into the city. GO commuter buses and trains bring workers into Toronto from their homes in suburban communities. Thousands of passengers use this service each day.

The Private Car versus Public Transit

14 But it is really the automobile that has caused the greatest change in the transportation habits of all Canadians. The private car has given each family its own means of personal transportation and provided Canadians with a freedom of movement never before available to them. It has allowed people to overcome the country's great distances and to travel when and where they want to go.

15 The population of Canada increased over the years, and more people bought cars. And as more companies began to use trucks to haul freight, the number of vehicles on the roads increased rapidly. New highways were built and old roads were widened to handle the ever-growing number of cars, trucks, and buses using the road system daily. Narrow two-lane roads became four-lane highways; older highways became eight-lane expressways. The highway network has become an important economic link and a vital part of the life of each individual, community, and region across the country.

16 The region of southern Ontario in particular has been greatly affected by the rapid growth of the highway system. A vast highway network connects communities within southern Ontario and links them with other commercial and industrial centres in Canada and the United States. A central link in this highway network is the Quebec - Windsor corridor. This is a heavily travelled route that stretches from east to west – from Quebec City, on the lower St. Lawrence river, to Windsor, on the St. Clair river. The route runs through the industrial centres

of Quebec and Ontario. At the eastern end of the corridor, ships set out for ports on the Atlantic and overseas. The western end is the gateway to a densely populated region of the United States, Canada's major trading partner. Between Quebec and Windsor, the "corridor" carries a heavy and constant flow of people and goods.

17 Two of the main routes in the corridor are the Macdonald-Cartier Freeway (or Highway 401) and the Queen Elizabeth Way (QEW). Both routes are multi-lane expressways, used daily by thousands of vehicles (cars, trucks, transports, and buses). Highway 401 extends from the Ontario-Quebec border in the east to Windsor, on the Canada-U.S. border, in the west. This is one of Canada's main trucking routes. The Queen Elizabeth Way links Toronto and Hamilton with American border cities at Niagara and Fort Erie. Both highways are connected with other expressways as well as with the main routes within each city. Another major Canadian truck route links Vancouver with Seattle, U.S.A., on the west coast.

18 Multi-lane expressways not only connect communities with one another; they also attract new development and create new communities. Businesses and industries are often built close to highways. Houses, apartments, and shopping areas are soon built nearby. The result is that highways are not just transportation routes — they are magnets that attract new industries, businesses, and population centres.

19 Canadians who live in urban areas now accept road travel and heavy traffic as part of their way of life. They have learned that as soon as new roads are built they become crowded with cars, trucks, and buses. At first, as more cars came into use, expressways were built and city roads were widened. Few people thought there was anything wrong with this kind of growth. Most people liked to use the high-speed expressways to drive right into or out of the core of the city.

20 But, as more private cars drove regularly into the city core, people living in the city began to realize that more and more land was being used for roads, parking lots, and parking garages.

In the early 1970s, planners of new highways wanted to tear down neighborhoods to clear the way for highways. People began to worry about the loss of neighborhoods and about the noise and air pollution caused by the growing number of cars on the expressways and city streets. They also noticed that as roads and highways became more crowded with traffic, travel by car was not always as fast or as convenient as it had once been.

21 Today, although most Canadians still like to own and drive their own cars, many people find it convenient to use some form of public transportation, like the subway or bus system, for travelling to and from work and various shopping areas. The first public transit systems were started before the beginning of this century. The earliest ones consisted of street railways and horse-drawn buses. After World War II, however, the use of public transit declined. Canadians wanted to own their own cars. They wanted to live outside the city or in small towns nearby, where no public transit was offered.

22 Since the 1960s, however, routes like the Toronto Transit System (which uses subway trains, buses, and streetcars) have carried millions of passengers each year. Subways can move from five to eight times the number of people that expressways do. The Toronto Transit Commission provides such a good service that, although many more people now come daily into downtown Toronto, traffic congestion there has not increased in twenty years.

Growth of Airlines

23 It was the railway that enabled the eastern and western colonies to join together to form one nation. Later, the private car gave all Canadians the freedom to travel in all settled parts of the country. But, most recently, it is the airplane that has enabled Canadians to explore, develop, and settle parts of the country that they could reach in no other way.

24 The story of the opening up of the north and other remote parts of Canada is the story of the bush plane and bush pilots. Bush pilots flew surveyors into remote areas to map and chart the land. They flew prospectors into the north to search for gold and other minerals. They often provided the only link between small, isolated mining communities and larger centres in the south. Even today, for some communities in the Canadian north the airplane is the only means of contact with the outside world. Many small communities depend on the airplane for most of their food supplies, medical supplies, mail, and other goods.

25 Small aircraft are still used today in the mining industry. Sensitive instruments on board the aircraft can locate new mineral deposits. Small aircraft are also used to drop water on forest fires, and to spray fields and forests from the air to protect them from harmful insects. Planes are also used to take aerial photographs of the surface of the land. Then maps can be made from the photographs. Perhaps the most important part of any airline's business today is carrying freight. Although it was once a very expensive way of moving goods, air cargo has become more economical over the years, and speed of delivery has become more important.

26 Of course, the airplane also provides a quick and convenient method of passenger travel. Canada has two international airlines, Air Canada and CP Air. Both airlines carry passengers across Canada and to other centres of the world. Holiday travel has become a major industry, thanks to the unlimited possibilities offered by the airplane.

27 Toronto's International Airport is the busiest of many airports in Canada today. It is used by our international carriers, Air Canada and CP Air, and by several foreign-owned airlines and smaller regional airlines. Other airports across the country offer landing space to regional airlines and to thousands of private planes owned by individuals and companies.

28 Just as the use of the private car created new problems, so has the popularity of air travel. As airlines are used more and more, existing airports must be expanded and new airports built. For example, the city of Hamilton wants to expand the Mount Hope airport to provide better service for people who live in that area. Near Montreal, during the seventies, Mirabelle Airport was built to expand airport services. But similar plans had to be cancelled for a second Toronto airport, to be built near the town of Pickering, because residents did not want their farms and houses bought up by the government to make way for an airport they believed was not needed.

29 Plans have also been made for a "short take-off and landing" service from Toronto Island airport. Such a service, called STOL for short, will give Toronto residents a regular passenger service from downtown Toronto to downtown Montreal and Ottawa. This will be convenient for business people wanting to travel quickly from city to city. But some people fear it will also bring more noise and air pollution to the cities involved, through increased air traffic over recreational, business, and residential areas. Although Canadians know the importance and enjoy the convenience of air travel, they do not want to risk harming communities by allowing the unplanned development of airports in populated areas.

30 In the past ten years, people have begun to question the value of continued expansion. They wonder if it is important to travel faster and faster, to have more and larger airports, and to have larger and larger airplanes which use vast amounts of fuel. As energy costs rise, Canadians will have to look carefully at each of the modes of transportation they use. Most people want to conserve energy (oil, gas, and electric power) and avoid damage to the environment. Some people criticize use of the private car, and call for greater use of public transit. Some people want to be able to make greater use of rail travel. Important transportation choices will have to be made in the future, as Canadians continue to search for better ways of carrying people, goods, and services throughout the country and around the world.

STUDENT WORKSHEETS
(DUPLICATING MASTERS)

MEETING NEW WORDS Worksheet 1

Fill in the blanks in these sentences, using either a root or prefix from the words listed below.

1. The Great Lakes — St. Lawrence system is one of the largest in _____ water-ways in the world.
2. That truck's ex_____ makes me feel sick.
3. My brother is catching the _____atlantic flight to Paris tonight.
4. In most public transit systems, you need a _____fer to change from a subway to a bus.
5. Follow the ex_____ ramp off the freeway at Highway 8 to go to Kitchener.
6. A busy _____section is dangerous for pedestrians.
7. The _____provincial trucking system is vital to the country's economy.
8. The adventure of inter_____ travel has caught the imagination of would-be astronauts around the world.
9. The value of Canada's ex_____ goods has increased this year.
10. A passport is usually required if you want to cross _____national boundaries.
11. For the past few years, Ottawa has been a steadily _____panding city.
12. There was a tremendous ex_____ when the bomb dropped.

exhaust	exit	transatlantic
expanding	interplanetary	transfer
explosion	export	inland
interprovincial	intersection	international

WORD STUDY (The Waterways) Worksheet 2

A. Write each word in the list on the right in the space beside its correct definition.

1. to carry a boat overland .....
2. the business of buying and selling furs .....
3. to fan out .....
4. place where a river enters the ocean .....
5. to grow rich .....
6. materials carried on a ship .....
7. to go around .....
8. severe .....
9. to grow dim .....
10. fast-moving water .....

prosper
spread out
mouth
rapids
bypass
portage
harsh
fur trade
fade
cargo

B. With ruler and pencil draw lines to join words with opposite meanings. (The first is done for you.)

vast	partial
survive	die
natural	harm
scattered	tiny
inland	safe
entire	man-made
permanent	concentrated
join	coastal
dangerous	temporary
benefit	divide

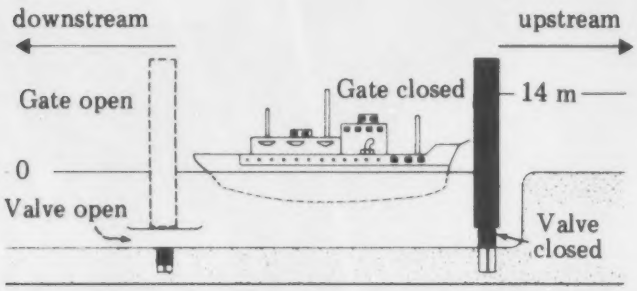
READING COMPREHENSION (The Waterways) Worksheet 3

Reading the sentences below carefully. Some of the sentences give correct information but others give wrong information. Use your ruler and pencil to underline the sentences that are right.

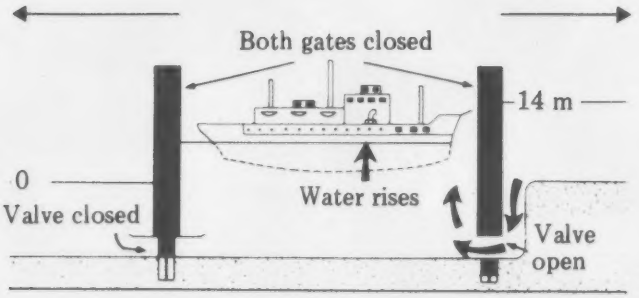
1. The transportation system helps keep Canada together.
2. The natural lines of communication in North America run east and west.
3. The Fraser river was Canada's first important waterway.
4. Many early settlements grew up close to water transportation routes.
5. The early settlers used the waterways to travel to the interior of the country. Then they took public transit.
6. Canals and locks enabled boats to bypass dangerous sections of water.
7. Goods could never be shipped by water because of the great dangers.
8. Ship-building once was a very important industry in Canada.
9. The first ships were made of iron and steel.
10. The St. Lawrence Seaway is one of the world's largest inland shipping systems.
11. The city of Calgary, Alberta, became an international port after the St. Lawrence Seaway opened.
12. The Seaway was built because many newcomers to Canada were getting airsick.
13. Many of Canada's natural resources are carried to other countries on ships using the Seaway.
14. Ships carry many kinds of cargo except wheat.
15. The St. Lawrence Seaway has been more successful than anyone hoped.

How a Seaway Lock Works

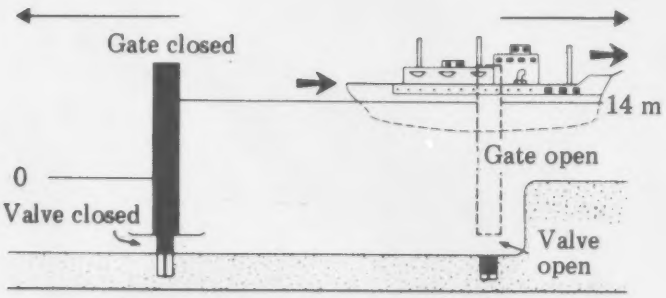
In the three diagrams below you can see how a ship uses a lock to move upstream. This ship is raised from sea level, 0 m (metres), to a water level of 14 m. Study each diagram and the written description beside it. Fill in missing words in the description to correctly describe the way a lock works.



A lock is like a bathtub with doors instead of a drain. These doors are gates that can be either open or ..... . As the ship moves into the lock, the downstream gate is ..... . The ..... gate stays closed.



The downstream gate closes. Now a "tubful" of water is locked inside. Water from ..... then flows into the lock through the open filling ..... . As the level of the ..... rises in the lock, the ..... rises with it.



When the water in the lock has risen ..... m, it is the same level as the water upstream. The upstream gate is ..... . The ship continues its journey. On the return trip, the water level in the lock is lowered ..... m, to the level of the downstream part of the river.

(a) *Sending Cargo by Ship*

Four types of cargo ships that use the Seaway are described below. Read these descriptions carefully.

Bulk carriers move bulky goods such as iron ore, coal, and wheat. They are also called "lakers". They look much like large floating boxes. Because they are easy to load and unload, they can move cargo cheaply between ports on the Great Lakes.

General cargo ships usually carry more than one kind of cargo at a time. They may carry small machines, automobiles, and bales of wool. Part of the cargo is usually unloaded at different ports and new cargo is taken aboard.

Tankers carry liquid bulk cargo, usually oil or petroleum products. The cargo is piped into large tanks located below the deck.

Container ships have their cargo stored in large crate-like containers. These are sealed at the factory and are not opened until they reach the customer. Special docks and machines are used to load and unload the cargo of these ships.

(b) *Some Ships Using the Seaway*

The chart lists some of the cargo ships passing through a St. Lawrence Seaway lock from June 29 to July 4. The chart gives the name of the ship, the type of cargo ship, the direction it is moving, and some observations about its cargo.

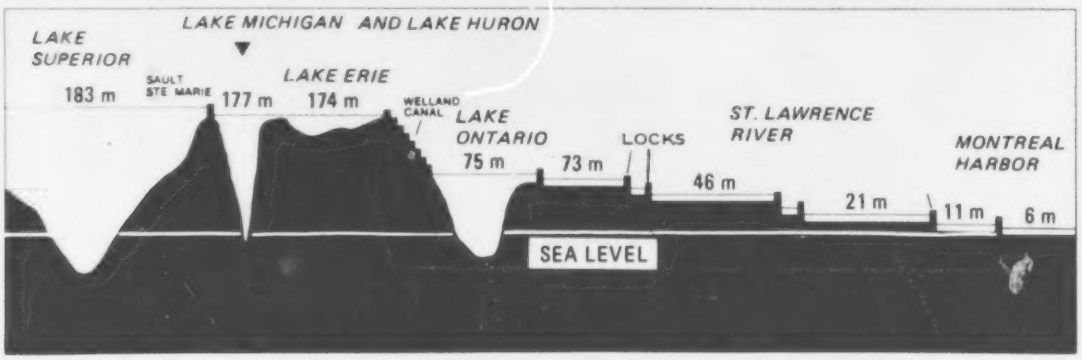
From the observations given, decide which type of cargo ship each one is likely to be, and in which direction it is moving. Write your answers on the chart in the answer blanks.

Date	Direction	Name	Type of Cargo Ship	Observations
June 29	westbound	Cape Breton Miner	....	Laker with heavy load. From coal mines of Cape Breton to thermal power station in Ontario.
June 30	eastbound	Rimouski	....	Heavy load. Cargo is rock from quarries at Port Colborne, Ontario; to Sept-Isles, Quebec.
July 1	....	Grenville	....	Automobiles and automobile parts, from Toronto to Detroit, U.S.A.
July 2	....	L. D. McDonald	....	Laker carrying iron ore from Sept-Isles, Quebec to Hamilton, Ontario.
July 3	....	Fort Chambly	....	Freighter moving from Toronto Toronto to Montreal. Some containers on board.
July 4	westbound	Sarnia	....	Vast network of pipes visible on deck.

Elevation Above Sea Level of Bodies of Water in the Great Lakes — St. Lawrence System

The profile view below tells you that the water level in each body of water shown is a certain number of metres higher than the level of water in the ocean (0 m). This is called the "elevation above sea level."

PROFILE VIEW OF BODIES OF WATER IN THE GREAT LAKES — ST. LAWRENCE SYSTEM SHOWING ELEVATIONS ABOVE SEA LEVEL



A. Use information given on the profile view to complete the following chart.

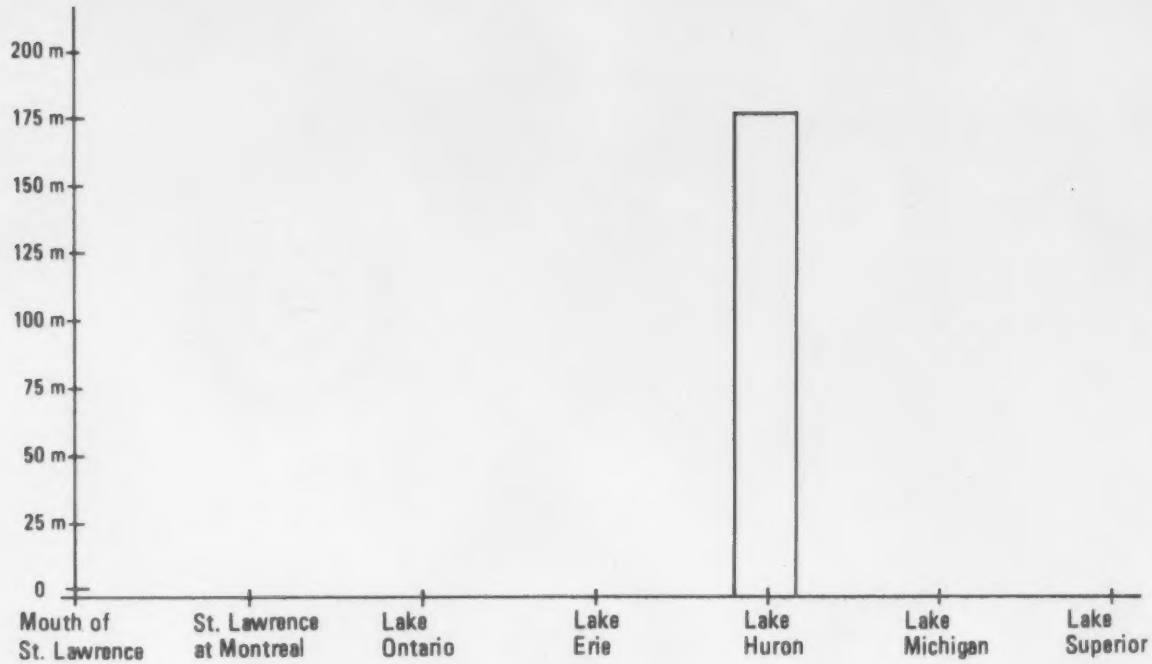
TABLE OF ELEVATIONS ABOVE SEA LEVEL OF BODIES OF WATER IN THE GREAT LAKES — ST. LAWRENCE SYSTEM

Body of Water	*Elevation above sea level*
1. Lake Superior	
2. Lake Michigan	
3. Lake Huron	
4. Lake Erie	
5. Lake Ontario	
6. St. Lawrence River (at Montreal)	
7. St. Lawrence River mouth (at Quebec City)	0 (sea level)

B. By means of a bar graph, show the information given in the table of elevations above sea level of bodies of water in the Great Lakes-St. Lawrence System.

(See next sheet.)

(cont.)



C. 1. The water level drops sharply between two of the Great Lakes.

Between which two lakes? .....

How many metres does the water level drop? .....

What famous natural attraction is formed by this drop? .....

.....

2. In which direction does the water in the Great Lakes flow? .....

.....

3. Why is the mouth of the St. Lawrence River at 0 metres? .....

.....

WORD STUDY (Railways and Expansion) **Worksheet 7**

A. Write each word in the list on the right in the space beside its correct definition.

1. made by machine .....
2. growth .....
3. communication from a distance .....
4. to move from one place to another .....
5. very large boxes for carrying cargo .....
6. community outside a large city or town .....
7. making a profit .....
8. person who travels some distance to and from work .....
9. to join .....
10. free .....

containers
telecommunications
commuter
manufactured
transfer
profitable
link
independent
suburban community
expansion

B. Find the opposites! Write each word in the list on the right beside the word on the left that is related but different in meaning. Underline the pairs of words that are opposite in meaning

passenger .....
load .....
interior .....
manufactured .....
united .....
rugged .....
survive .....

smooth
hand-made
driver
die
exterior
unload
separated

READING COMPREHENSION (Railways and Expansion) Worksheet 8

Read the sentences below carefully. Some of the sentences are correct and some are incorrect. (The whole sentence or only a part of it may be wrong.)

- use a ruler and pencil to underline the incorrect sentences or parts of sentences
- rewrite the incorrect sentences or parts of sentences so that they are correct.

1. The building of the Canadian Pacific Railway helped to open up the Canadian West.

.....

.....

2. Trains carried thousands of immigrants from Vancouver in the west to Montreal in the east.

.....

.....

3. When grain became an important crop on the western Prairies, trains transported the grain to ports on the Great Lakes. .....

.....

4. Both the CNR and the CPR operate several different kinds of transportation services. The most important is helicopters. .....

5. Go Transit is a commuter service which brings thousands of workers into the city of Toronto each day. .....

.....

6. Go Transit uses mainly buses and airplanes to carry passengers.

.....

.....

7. As more people travel by car, the highway system is always being reduced.

.....

.....

USING THE INFORMATION (Railways and Expansion) Worksheet 9

1. Here is a map of Canada showing the boundaries of the provinces as they were in the year 1873. (Some of them have changed in size and shape since that date.) Using the short forms given, mark on the map any of the following names that you think belong there.

Alaska
British Columbia (B.C.)
Ontario (Ont.)
Quebec (Que.)
Manitoba (Man.)
New Brunswick (N.B.)
Newfoundland (Nfld.)
Northwest Territories (N.W.T.)
Nova Scotia (N.S.)
Prince Edward Island (P.E.I.)
United States of America (U.S.A.)

CANADA IN 1873

2. Some of the names you have marked on the map are of areas that did not belong to Canada.

Which names are those? .....

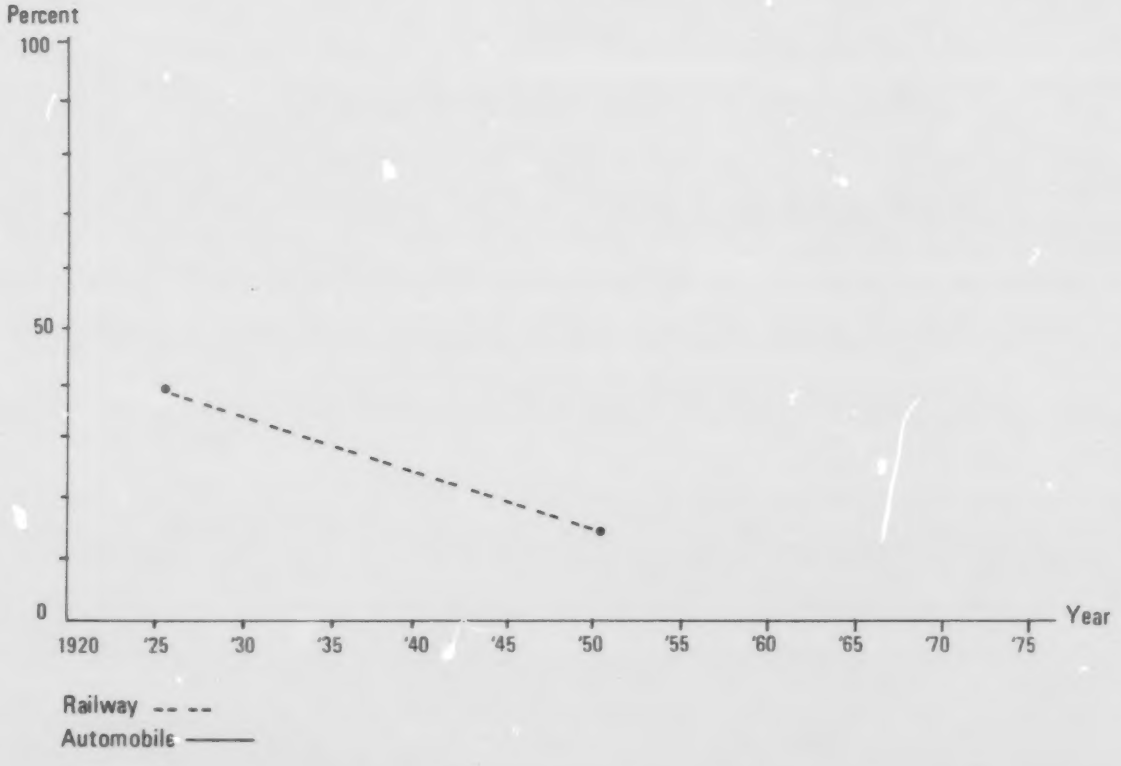
To what country did each belong? .....

USING THE INFORMATION (Railways and Expansion) Worksheet 10

In the paragraph below you will read how, over a period of 30 years, people have gradually stopped travelling mostly by train and are travelling mostly by automobile.

- read the paragraph carefully
- Complete a 2-line graph (following the paragraph) to show the changes that have taken place in railway and automobile travel as described in the paragraph. Use a broken line for the railway, and a solid line for the automobile

In the year 1925, travellers very often took the train to go from one city to another. Many people found it pleasant and economical to travel by train. In fact, in 1925 the railways carried 40% of the passengers travelling from city to city, while 60% travelled by car. As the years passed, many more people were able to own their own cars. New highways were built and old roads were improved. By the year 1950, the railways were carrying only 15% of passenger traffic, while automobiles carried 70%. The comfort and convenience of travel by private car finally won out over the appeal of the railway, so that in 1970 the railways were carrying only 5% of passenger traffic and the automobile 85%. (Airplanes and buses carried the other 10%.) When older railway lines are not often used to carry passengers, the railways claim they have no other choice but to stop service on those lines.



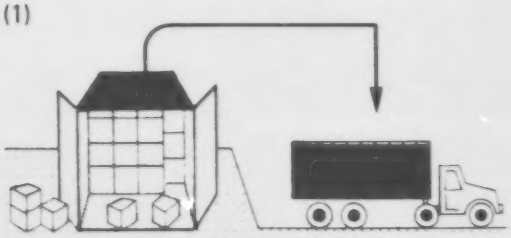
Containerization

Much of the cargo transported by the railways today is shipped in containers. The containers are huge, crate-like boxes that can be carried by a train, truck, ship, or plane. When a container is used, the freight is packed once at the factory and then can be moved to or from train truck, ship, and plane without further packing or unpacking. Using containers saves time and saves money. "Containerization" is rapidly changing methods of carrying freight in Canada and around the world.

Look at the diagrams below. They show a container as it is moved from the factory onto a truck (1), then onto a ship (2), onto a railway flatcar (3), and into a warehouse at the end of its journey (4). Fill in missing words in the description of each diagram, so that the description makes sense.

At the warehouse, the freight is loaded into ..... crate-like boxes,

(1)



called .....,

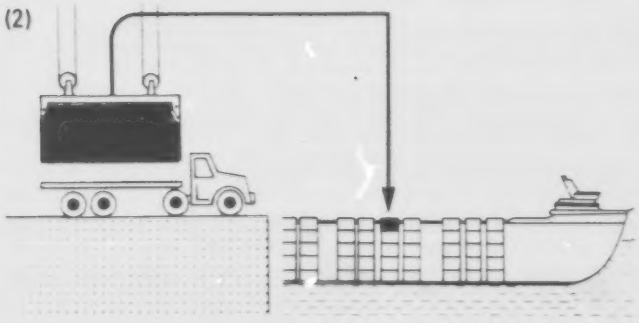
which are able to fit onto trains,

..... ships

or ..... . The

container is loaded onto a ..... and its journey begins.

(2)



At the dock in the container port, the

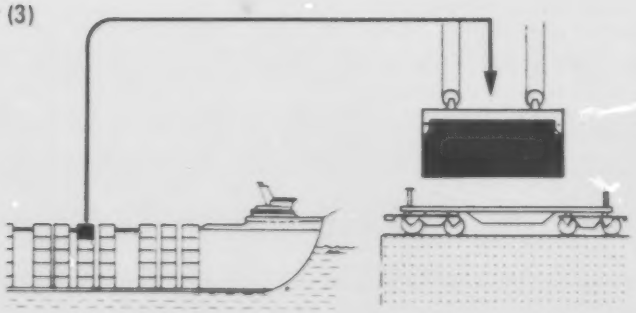
container is lifted .....

the truck and directly .....

the ..... by special

machinery.

(3)



At the ..... of the

shipboard journey, the container is again

lifted ..... the ship

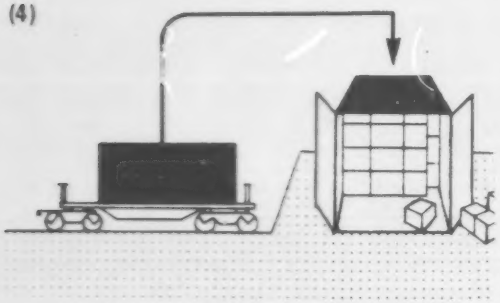
and placed on a flatcar for transport

along a rail line.

(cont.)

Finally, the ..... comes to the end of its journey. It is ..... off the flatcar and placed in a warehouse. Here the container will be ..... and the contents removed. Each item in the container has been handled only once, but the container itself has been moved by several different types of transport.

(4)



WORD STUDY (The Private Car) Worksheet 12

1. Write each word or phrase in the list at the right beside a word at the left that is close to it in meaning.

1. primary	.....	connect
2. rapidly	.....	go down
3. encourage	.....	choices
4. decline	.....	easy to use
5. region	.....	main
6. link	.....	help
7. rely on	.....	depend on
8. convenient	.....	geographic area
9. congestion	.....	crowdedness
10. alternatives	.....	quickly

2. Match the opposites. (Write each word from the list on the right beside a word at the left.)

core	.....	inconvenient
gradually	.....	edge
decline	.....	suddenly
convenient	.....	secondary
primary	.....	increase

READING COMPREHENSION (The Private Car) Worksheet 13

In each pair of sentences below, the first sentence is complete and the second sentence is incomplete. Finish the second sentence so that it makes sense.

1. The private car has brought each car owner a lot of freedom. With a car you can .....

.....

.....

2. Many older two-lane roads have been widened to four-lane highways. This is because .....

.....

.....

3. An important transportation network serves the needs of the industrial centres of Quebec and Ontario. This transportation corridor runs .....

.....

.....

4. New multi-lane highways provide better transportation routes for cars and trucks. At the same time, they attract .....

.....

5. As soon as new roads are built into a city, they become crowded with traffic. As a result, many people are changing their travel habits and are .....

.....

6. Since the 1960s, many people in Toronto have been using the subway to travel to and from work. The subway is an efficient mode of transportation because .....

.....

(cont.)

7. More and more cars use the roads and highways every day. Consequently, some people are worried about .....

.....

8. Cities must plan to move traffic efficiently through the streets, but local neighborhoods must also be protected. The most important thing is .....

.....

.....

1. Here is a table of figures giving the percentages of passengers using four different modes of transportation on a typical day in the city of Toronto. Draw a bar graph to show the percentage use of each mode of transportation.

PERCENTAGE USE OF FOUR MODES OF TRANSPORTATION
IN THE CITY OF TORONTO ON ONE DAY

Mode of Transportation	*Percentage*
Automobile	51
Subway	32.4
Streetcar	12.3
Bus	4.3
Total	100%

READING COMPREHENSION (Growth of Airlines) Worksheet 15

Answer the questions in the space provided below from the information in the text.

1. (a) What is a bush plane? .....

.....

(b) What did bush planes and bush pilots do for the development of the Canadian North?

.....

.....

2. What kinds of jobs can be done by small aircraft today?

(a) .....

.....

(b) .....

.....

(c) .....

.....

(d) .....

.....

(e) .....

.....

(f) .....

.....

3. What travel possibilities does the airplane offer to

(a) a businessperson? .....

.....

.....

(cont.)

(b) a tourist? .....

.....

.....

4. What do we mean by:

(a) an international carrier? .....

.....

.....

(b) a regional airline? .....

.....

.....

(c) a private airplane? .....

.....

.....

(d) a company airplane? .....

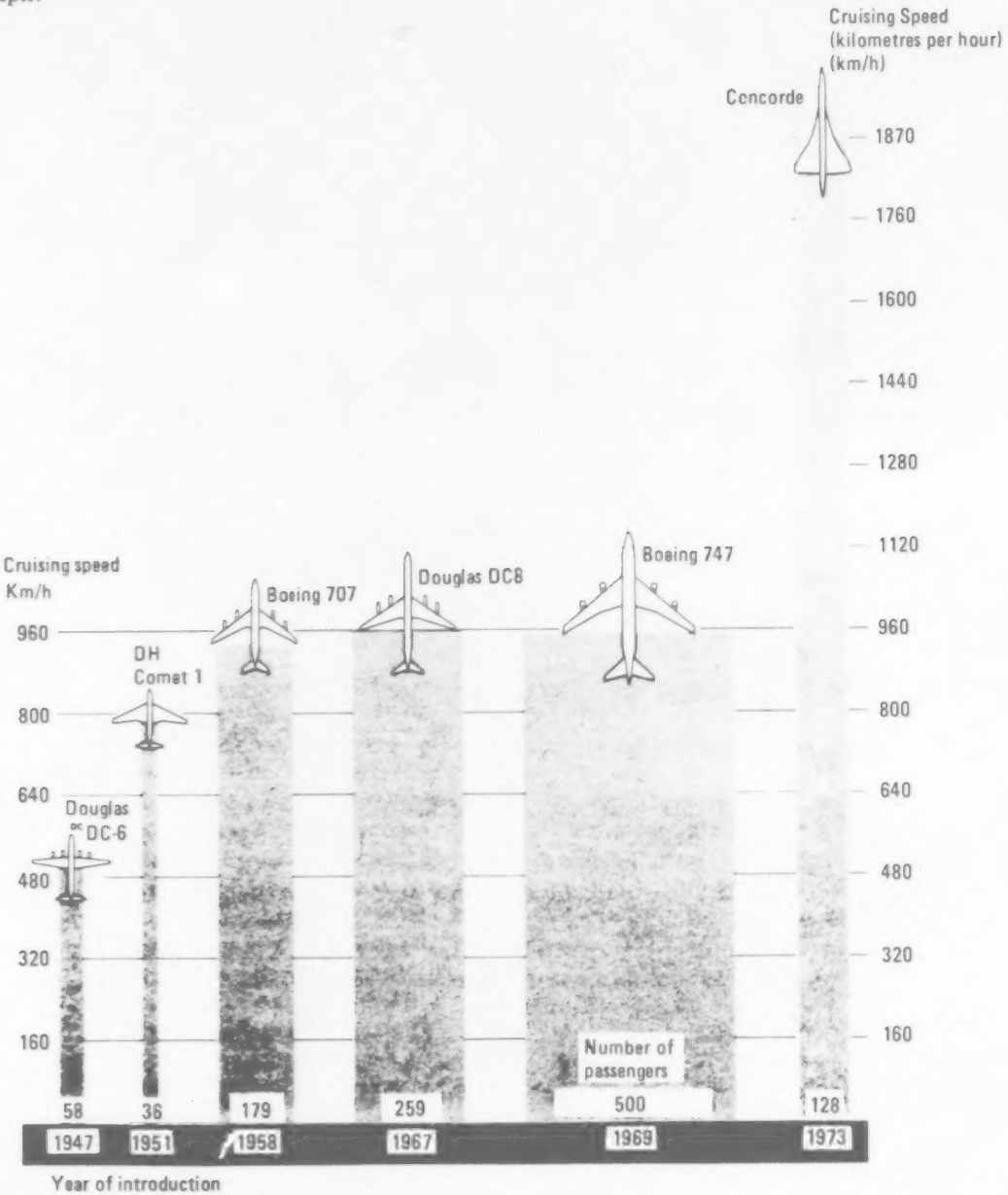
.....

.....

USING THE INFORMATION (Growth of Airlines) **Worksheet 16**

The first aircraft began to fly regularly during the 1930s. Since then air travel has become enormously popular. The main reason for the great increase in air travel is speed, and the resulting saving of time. Aircraft manufacturers continue to build planes that fly more people faster and faster, so that passengers and cargoes can reach their destinations sooner. The speed of commercial aircraft has increased seven times since the days of the DC-3 in 1937.

The graph below shows the advances made in aircraft over a 26-year period, 1937 to 1973. Examine the graph carefully. Then complete the statements on the next sheet, which are based on the graph.



(cont.)

1. The Douglas DC-6 was first introduced in ..... and flew at a speed of just over ..... . It carried ..... passengers.

2. The 36-passenger ..... was introduced in 1951 and flew at a speed of over 700 km/h, almost ..... times faster than the DC-6.

3. In 1958, the ....., first of the big passenger jets, came into use. It flies at a speed of ..... and carries ..... passengers.

4. The Douglas DC-8 started carrying passengers in 1967. Another of the subsonic jets, it carries ..... passengers and flies at ..... .

5. The largest commercial jet in the world, the ....., carries ..... passengers and flies at a speed of ..... .

6. The first supersonic jet to go into service in the western world is the ..... . It first flew in ..... and carries ..... passengers.

Faster air travel will continue to be sought, although fuel costs may place some limits on this demand. Designers of new aircraft predict that jet transport planes may soon travel at 6400 km per hour.

WORD HUNT GAME **Worksheet 17**

Hidden in the puzzle below are 25 words that have something to do with transportation. The words may run in any direction in a vertical, horizontal, or diagonal line. Words may overlap. As you find each word, draw a circle around it in pencil.

When you have found as many words as you can, ask for the answer sheet and correct your answers.

T	T	C	O	N	T	A	I	N	E	R	O	S	V
S	R	R	C	R	X	R	C	Y	L	M	D	T	Z
K	A	A	A	Z	N	W	A	T	E	R	W	A	Y
C	I	I	N	R	L	M	R	N	I	X	Y	T	H
O	N	L	A	S	A	B	D	V	S	F	H	I	I
L	F	W	L	R	P	C	E	E	G	I	I	O	G
S	R	A	O	A	G	O	N	M	K	J	T	N	H
U	E	Y	P	C	O	S	R	Q	R	B	S	T	W
B	I	Y	U	T	V	H	W	T	R	U	C	K	A
W	G	A	X	E	X	I	Z	A	A	S	B	C	Y
A	H	W	N	E	D	P	E	F	G	T	H	I	J
Y	T	A	I	R	O	P	O	R	T	K	I	L	M
N	L	E	S	T	O	L	P	Q	R	S	T	O	U
P	V	S	W	S	X	T	R	A	F	F	I	C	N

T T C O N T A I N E R O S V
S R R C R X R C Y L M D T Z
K A A A Z N W A T E R W A Y
C I I N R L M R N I X Y T H
O N L A S A B D V S F H I I
L F W L R P C E E G I I O G
S R A O A G O N M K J T N H
U E Y P C O S R Q R B S T W
B I Y U T V H W T R U C K A
W G A X E X I Z A A S B C Y
A H W N E D P E F G T H I J
Y T A I R O P O R T K I L M
N L E S T O L P Q R S T O U
P V S W S X T R A F F I C N

A cause and result statement can be expressed in several ways. Here are three possibilities:

1. A happened, *so* B happened.
2. A happened; *as a result*, B happened.
3. A happened; *consequently* B happened.

Example:
Look at the pictures below. Picture A shows a cause, picture B a result. Describe the cause. Describe the result. Then join the cause and result statements into one sentence, using "so," "as a result," or "consequently."

A

B

.....

.....

.....

.....

.....

.....

.....

.....

CAUSE-RESULT **Worksheet 19**

- Match each CAUSE with the correct RESULT by putting the number of the CAUSE in the box beside the appropriate RESULT. (One is done for you.)
- Join each pair of CAUSE and RESULT statements into one sentence, using "so," "consequently," or "as a result."
- Write each combined sentence in your notebook.

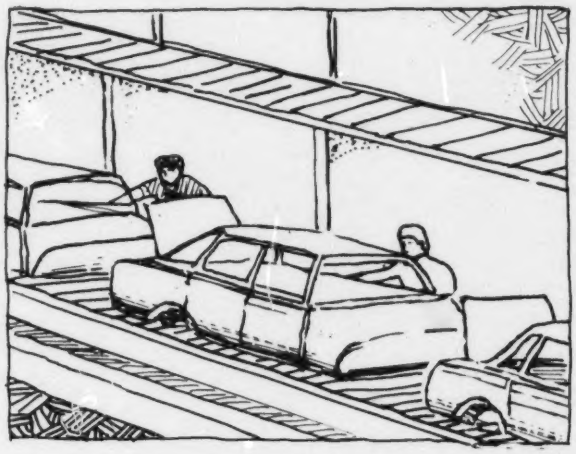
1. During the winter months the channels of the St. Lawrence Seaway are jammed with ice	☐	the problem of traffic on city streets continues to increase.
2. After World War II, assembly line methods produced great numbers of cars for North American buyers	☐	the early traders had to portage around dangerous sections.
3. Large ocean-going ships can follow the Seaway as far west as the tip of Lake Superior	☐	workers can leave their cars at home and take the train to work.
4. Every year more people drive their cars into the cities	☐	goods can be shipped directly to foreign markets from inland ports such as Toronto, Hamilton or Thunder Bay.
5. Commuter trains can provide excellent passenger service from suburban communities into large cities	*1*	the Seaway is forced to close during the freeze up.
6. There are many dangerous rapids and waterfalls along the Great Lakes-St. Lawrence waterway	☐	the number of cars on the roads increased rapidly.

CAUSE-RESULT **Worksheet 20**

Each numbered statement on the left states a CAUSE, and the picture to the right of it shows a RESULT. For each one:

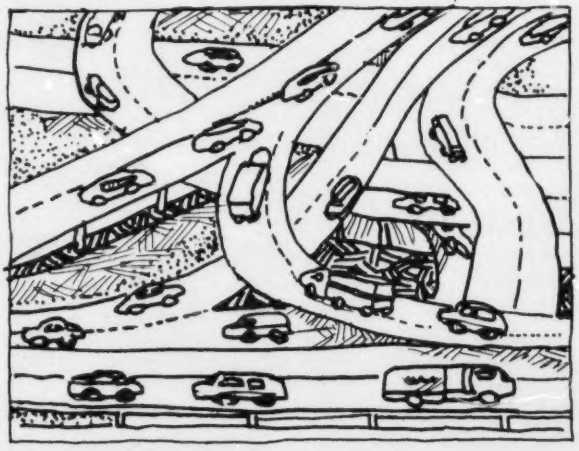
- Think of a statement that describes the RESULT shown in the picture.
- In your notebook, write both statements in one sentence, using "so," "consequently," or "as a result" to join CAUSE and RESULT.

1. The assembly line system of production was developed mainly by the automobile industry.



2. As our cities grow more crowded, the traffic on city streets can make driving slow and difficult.

3. More people than ever before own cars and use them every day to drive to work, to school, or to shops.

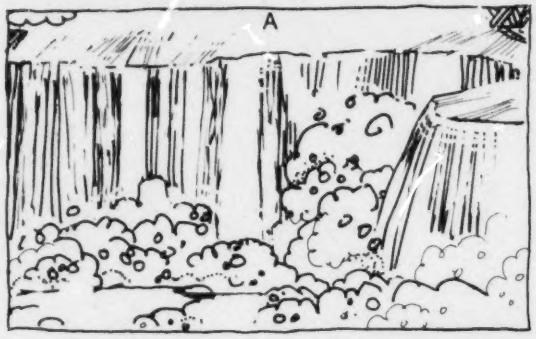


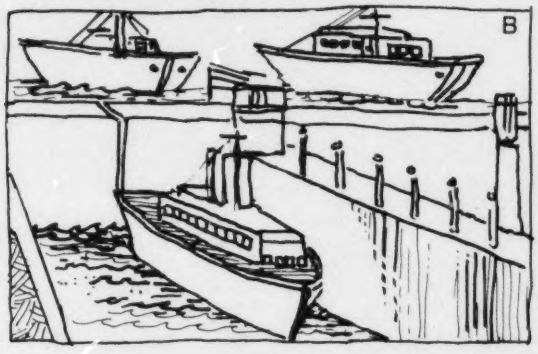
CAUSE-RESULT **Worksheet 21**

Here is another way to express a cause and result: *Because* A happened, B happened.

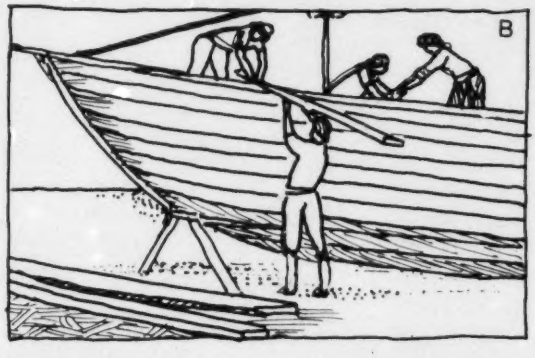
Each drawing below shows something mentioned in the reading text. Picture A represents a CAUSE, picture B a RESULT. Think of a sentence to describe the CAUSE shown in each picture A and a sentence describing the RESULT shown in each picture B. Join each pair of sentences to make one sentence beginning with "because." Write the sentence in your notebook.

1.



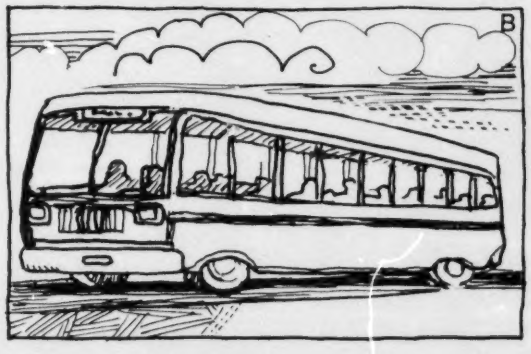


2.



3.

4.



LISTENING FOR DETAILS

Worksheet 22

Dialogue	Starting Point	Destination	Type of Ticket	Means of Transportation	Fare	Reasons for Travel
1						
2						
3						
4						
5						

CAUSE-RESULT **Worksheet 23**

Match each CAUSE with the correct RESULT (from the box below) to complete each sentence.

1. Because Miss B. is an efficient secretary, ...

.....

.....

2. Since she has never made her own travel arrangements before, ...

.....

.....

3. Since Professor Atkins can't afford to stay overnight in a motel, ...

.....

.....

4. Because the concert is in Montreal on Saturday afternoon, ...

.....

.....

5. Because it will take several days to reach St. John's by train, ...

.....

.....

- he wants to get a return bus from Stratford the same evening
- Michael may decide to fly to Newfoundland instead
- Sally is not sure how to plan a ski trip for her and her friends
- she is careful to get the correct information when she plans a trip for her boss
- Sam wants to take the Rapido there on Friday